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ABSTRACT

Basic social studies concepts and corresponding generalizations serve as the overall framework holding together the changing content of the curriculum in this guide. The K-6 organization of skills and concepts reflects an integrated social studies curriculum representing all the social sciences. The K-6 scope and sequence integrates five major content strands which include: (1) history/cultures (U.S. and world), (2) geography, (3) social (anthropology, sociology, psychology), (4) government/civics, and (5) economics. Concepts from each of these content strands are introduced at appropriate levels, and learning outcome statements are provided for teaching the concepts from each content strand. The secondary curriculum (7-12) includes the following courses: (1) Ohio history, government, and geography; (2) U.S. history; (3) world history/cultures; (4) political science; (5) social psychology; (6) sociology; (7) economics; and (8) geography. Learning outcome statements are coordinated with basic concepts and skills for each course along with goals and content outline. The guide concludes with a discussion of evaluation and a 19-item bibliography. The curriculum development model used to develop the courses is appended. (SM)

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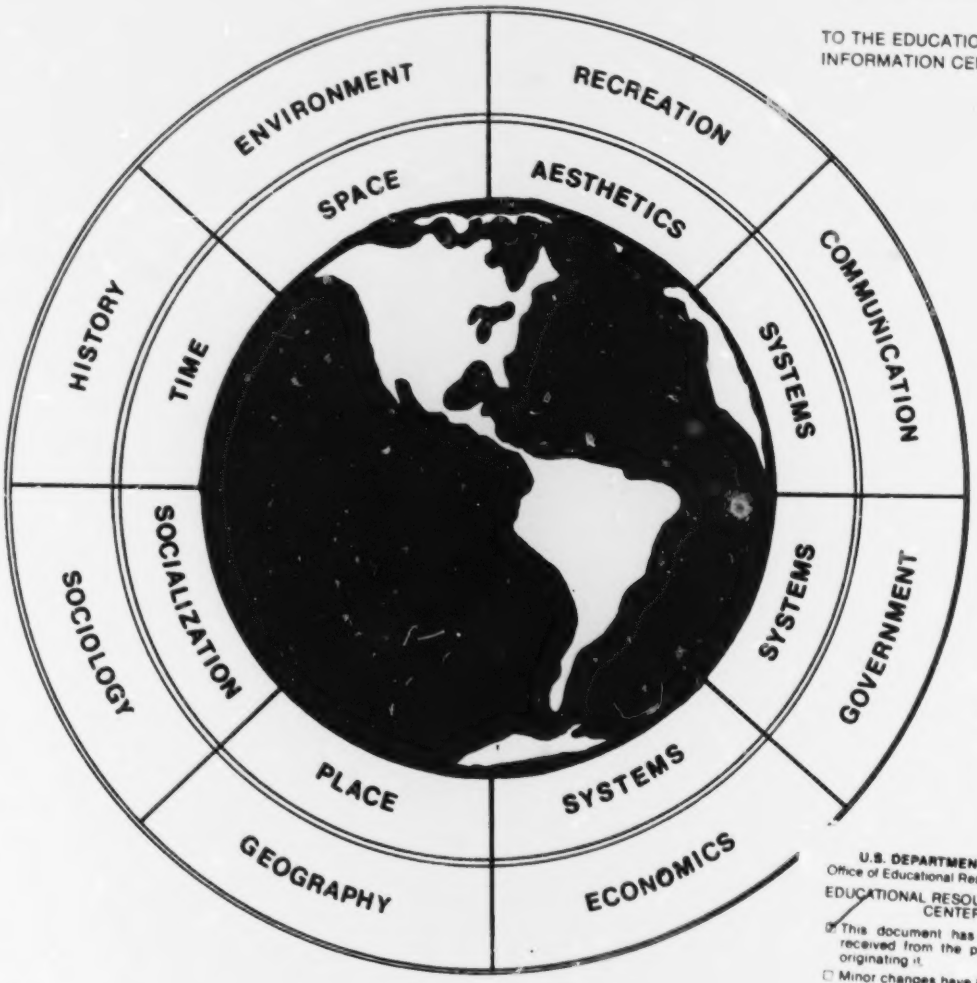


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# SOCIAL STUDIES GRADED COURSE OF STUDY

## THE STARK COUNTY LOCAL SCHOOL SYSTEM

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## FOREWARD

The primary purpose of a course of study is to indicate the major educational goals and objectives for a specific curricular area. In doing so, the course of study becomes a basic reference document for the ongoing process of curriculum development and implementation. This process includes the selection of instructional resources, including textbooks, the identification of appropriate teaching techniques, the provision of staff development support, the development of classroom instructional plans, and the evaluation of program effectiveness. Consequently, teachers and administrators are encouraged to complement this course of study with supplemental curriculum guides designed to meet the special and specific needs of the local districts.

The Stark County Social Studies Graded Course of Study has been prepared pursuant to Section 3313.60 of the Ohio Revised Code which requires the County Board of Education to prescribe such for all schools under its jurisdiction subject to the approval of the State Board of Education. Its format is based upon the guidelines issued by the Ohio Department of Education; and, its content consistent with the curricular requirements of the minimum standards of the State Board of Education.

This course of study, the product of careful and thorough curricular review, is indicative of the commitment and dedication which the teachers and administrators of the Stark County School System continue to exhibit through their collaborative efforts. Those responsible for the development of this document are to be commended for the excellence in program planning which it so eloquently exemplifies.

M. Herman Sims, Superintendent
Stark County Local School System
July, 1981

ACKNOWLEDGEMENTS

This Social Studies Graded Course of Study is the result of the professional efforts of the committee representatives from twelve Stark County school districts who, through dialogue with teachers and educators from their districts, provided the needs assessment, philosophy and scope and sequence of concepts and skills represented in this document. The thirty-six committee members met in several county-wide sessions as well as in local curriculum meetings from October, 1979 to May, 1981. A special recognition to the Planning Committee comprised of Jack Young, Larry Horton, Joe Romeo, Don Montogomery and Ralph Martin for their assistance in planning and organizing the curriculum development process.

A special acknowledgement is offered to Mr. Frank Shiraldi, Supervisor of Social Studies for the State Department of Education, for his advice in the development of this guide.

Further recognition is given to administrators from the local districts, both the superintendents who provided for released-time sessions for teachers and the curriculum directors who provided leadership and support through the local curriculum committees. In addition, supervisors of the Stark County Division of General Education helped review many of the sections of this document and the County's Instructional Data services were involved in the scoring of the needs assessment instruments. Finally, the committee recognized the expert typing and patience of Mrs. Kathleen Bucci through the many rough drafts and of Miss Gail Cobb through several revisions of the final draft.

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SOCIAL STUDIES GRADED COURSE OF STUDY

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# INTRODUCTION

The graded course of study provides the curriculum framework for a sequential K-12 social studies program. The scope and sequence includes curriculum development in the affective, cognative, and skill domains of social studies based upon research, design and development by the Stark County Social Studies Curriculum Committee. The County Curriculum Committee has the responsibility for the development of the graded course of study and the County Board of Education has the responsibility of prescribing broadly-based courses of study encompassing all local school districts within their jurisdiction.

The primary function of a graded course of study is to communicate to school personnel, parents, and community what is to be taught in a given subject or area of study for a particular grade or statement of what shall be taught in a particular subject area, it also serves several other related functions. They are as follows: to provide a curriculum document based on reliable theory and practice in each subject, to provide a document that is adaptable to a wide range of teaching and learning styles, and to provide a curriculum that has been designed and developed by school personnel who will be expected to implement it. In essence then, the graded course of study serves as a guide to what we teach in our school districts.

The development of the graded course of study was begun during the 1979-80 school year and completed during the 1980-81 school year. During the first year of the curriculum study, the County Social Studies Committee conducted an extensive review of social studies literature; conducted needs assessment surveys with pupils, staffs, college professors and the community, and completed the writing of the philosophy, broad instructional goals, and position statements. During the second year, the many subcommittees worked on the development of the K-12 social studies scope and sequence. The committees researched and reviewed several resources to substantiate their work, specifically the National Council for the Social Studies, the Ohio Council for the Social Studies, the Association of School Curriculum Development, and the Social Science Education Consortium.

The curriculum organization for the graded course of study is divided into an elementary and secondary structure. The K-6 organization of skills and concepts reflects an integrated social studies curriculum representing all the social sciences. Major focusing concepts and skills from the social sciences are introduced and developed in the elementary scope and sequence to reflect the importance of drawing upon several disciplines (history, economics, political science, geography, sociology/anthropology, psychology) in the study of social issues.

The secondary curriculum is organized by courses rather than integrated social science conceptual strands. This format complies with Section 3313.60 of the Ohio Revised Code which specifies subjects which must be taught and establishes internal requirements for some subjects. The text of the statute is included in Appendix A

Permeating this entire course of study is the "focusing concept/ learning outcome" format. The criteria for the selection of concepts was based upon a model developed by Dr. Hilda Taba. Based on this model, the scope and sequence of selected concepts had to meet the following criteria:

1. Validity: Do they adequately represent ideas of the discipline from which they are drawn?

2. Significance: Can they explain important segments of the world today?

3. Appropriateness: Are they suited to the needs, interests and maturational level of students?

4. Durability. Are they of lasting importance?

5. Balance: Do they permit development of both scope and sequence?

The curriculum design is patterned after the Language Arts, Mathematics and Science Graded Courses of Study written for Stark County Schools. The scope and sequence of concepts and skills focuses on the student and the anticipated observable learning outcomes.

It is the hope of the County Social Studies Committee that each district will further differentiate the grade levels or courses at which students will be accountable for the specific social studies concepts and skills. Thus, the development of local curriculum guides should begin with localizing the County Graded Course of Study in both scope and sequence and providing the complementary instructional methods, resources and evaluation procedures. The writing of curriculum guides provides the potential for staff development, vertical and horizontal articulation of the social studies program, creative planning and improved communication. It is important that a school district establish and maintain certain expectations, policies and procedures related to the continual development and use of courses of study. There also should be a smooth coordination between current educational programs and any changes in those programs.

The development of the County Social Studies Graded Course of Study is the first phase of a comprehensive seven-year curriculum study which also includes adopting textbooks, designing in-service workshops, and developing evaluation procedures. The chart in Appendix B provides an overview of the seven-year curriculum program

## PHILOSOPHY

The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. A continued commitment to human dignity and self-worth through rational processes is essential to social studies education. Human dignity has long been sought through the struggle to implement democratic ideas such as due process of law, social and economic justice, democratic decision-making, free speech, religious freedom and self-respect.

Political, social, and economic literacy are the key essentials of education in a democracy. Therefore, social studies education should help young citizens gain civic, social, and economic literacy and enable them to apply their knowledge, abilities and commitments toward the improvement of the human condition. To implement such a charge requires a curriculum framework that provides for the study of skills, concepts and values related to personal and social needs. The instructional process should enhance the ability in young people to utilize knowledge to resolve inter- and intra-personal conflicts, examine our cultural heritage, creatively solve problems and rationally prepare for the future.

## BROAD INSTRUCTIONAL GOALS

The goals of the Social Studies program are as follows:

1. The students will be able to locate, acquire, organize, evaluate and communicate information.

2. The students will be able to interpret information from maps and globes, and to understand time and spacial relationships.

3. The students will be able to apply critical thinking and problem solving skills to effective personal decisions, interpersonal relations and the analysis of the social issues.

4. The students will have an appreciation of and a personal commitment to their rights and responsibilities as a citizen in a democratic society.

5. Students will value their own self-worth and respect the dignity of others.

6. Students will have an appreciation of the ideals and traditions of others.

7. The students will appreciate the creativity and diversity of human cultures.

8. The students will develop an understanding of the history and heritage of our nation and the world that will enable them to deal with political, economic, and social aspects of their world.

9. The students will develop an understanding of the concepts of institutions, decision-making and citizenship with emphasis on the American system.

10. The students will develop an awareness of how to influence decisions in political, economic, and social systems.

11. The students will have an understanding of the relationship between mankind and earth.

12. The students will develop an understanding of basic economic concepts.

13. The students will have opportunities to examine personal and social values, and have an awareness of the consequences of holding specific value positions.

## POSITION STATEMENT ON CRITICAL THINKING SKILLS AND THE SOCIAL STUDIES

One of the goals of social studies instruction as identified in the Ohio State Minimum Standards is to teach students how to apply problem-solving and critical-thinking skills to social issues. Social studies teachers share the responsibility of teaching critical-thinking skills with several other areas of the school curriculum but have the major responsibility with regard to social issues and problems.

It is our view that social studies education which has emphasized the acquisition of knowledge about people, places, dates and institutional structures needs to focus far more attention on the skill of utilizing knowledge to enhance thinking skills. While the transmission of knowledge is undeniably important, all too often too little opportunity has been provided for students to apply critical-thinking skills in the study of social studies content.

What are the critical-thinking skills? Whether they be termed reflective thinking, citizenship skills or decision-making skills, the processes share some basic fundamentals. Recently, in a publication by the National Council for the Social Studies, the skills involved in critical thinking were categorized into two processes - obtaining knowledge and processing knowledge. Under the classification of obtaining knowledge, major skills have been outlined under the following headings: locating information, improving reading comprehension, acquiring information by listening and observing, interpreting maps and globes, and interpreting pictures, charts, graphs and tables. The more sophisticated processing of knowledge involves extracting meaning from data (relationships), looking for hidden meanings (inference), and arriving at reasonable conclusions (generalizations).

Providing students with learning activities that will enable them to practice thinking skills is essential. The study of content then becomes the medium through which students can acquire skills to become independent, rational thinkers. Several publications have recently addressed topics related to critical-thinking skills. A monograph by Melvin Arnoff entitled "Critical Thinking and the Social Studies" published by the Ohio Council for the Social Studies is an excellent resource on the topic. A curriculum publication from the Ohio State Department of Education, based on decision-making, entitled "Making Political Decisions - Citizenship Education," is designed to provide upper elementary students with learning experiences that will improve their understanding of the decision-making process and enhance their own skills of making decisions in a democratic society. An excellent resource on student evaluation and critical-thinking skills is the publication by the National Council for the Social Studies entitled "Selected Items for the Testing of Study Skills and Critical Thinking."

In conclusion, we would encourage social studies teachers to make a conscious effort to incorporate learning activities that provide students with opportunities to practice thinking skills, and we would also encourage and support administrative policies that would help facilitate instructional programs designed to promote the learning of critical-thinking skills. A sequenced critical-thinking skills strand is included in this Graded Course of Study.

POSITION STATEMENT OF VALUES EDUCATION FOR A DEMOCRACY

The Stark County Social Studies Committee endorses the following position on values education adopted by the National Council for the Social Studies in the N.C.S.S. Curriculum Guidelines - 1979.

Social studies education neither can nor should evade questions of value. Value orientations are the foundations of social institutions, and the value positions of individuals and groups have consequences for action. Contemporary society continues to be confronted by a host of complex problems on a global scale whose solutions are of importance to the individual member. War, racism, environmental concerns, energy issues, urban deterioration, and impersonal organizations - society can contend with none of these without searching consideration of values.

Social studies education should, however, avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of behaving, or of particular positions on public issues, or even of basic cultural values. Limiting the school's role to indoctrination is not only ineffectual, but incompatible with the principles of a free society.

The role of the school as an agent for inculcating in the young widely held societal norms, standards of behavior, and ideological preferences is complex. The issue is clouded with conflicting attitudes held by various groups. Cultural pluralism in America and throughout the world rightly hinders the school from seeking or producing uniform value among its students. It is well to remember that the school is properly only one force influencing the values of the young.

What the school can contribute is impressive. It can help the young recognize that among Planet Earth's people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school can also provide opportunities for free examination of the value dilemmas underlying social issues and problems that affect the everyday lives of students. Students need systematic and supportive help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that although evidence is important, facts alone do not always determine people's decisions. There are times when people suspend judgment, and occasions when problems have no set answers. The expectation that problems can be examined in an increasingly sophisticated way can contribute to students' feeling of competence and sense of identity. Some may have faith that thought-

ful sensitivity to one's own values and those of others will foster decent and humane values.

The school itself is a special institution, and the values embedded in its daily operation can exert a powerful influence. The school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. Young children especially must learn the core values in the course of daily living; the school can hardly afford to escape its responsibilities to them. Democratic values can be approached in many different ways. Some key elements of a democratic value system are the following: freedom of speech, religion, and press; open and rational development of public policy; and the equality, brotherhood, and dignity of men. An effective social studies program allows students to critically analyze, through means consistent with democratic values and processes, both pro and con arguments and allows each student to establish his/her own value commitments concerning these and other issues. Behavioral and procedural values - fair play, justice, free speech, self-respect, decision-making opportunities, the right of privacy, and denial of racism - ought to be expected of all students and teachers in every classroom.

## POSITION STATEMENT ON CONCEPTUAL LEARNING

People think in concepts, which can be modified and amplified through experience and maturation. In short, conceptualization is the process of categorizing, classifying and labeling. Each social studies discipline has key concepts that are the magnets around which content is organized. Concepts have an organizing function; they serve to give focus or a special view that tends to give meaning to the study of people, places and events. Concepts vary in degrees of complexity from the concrete to the highly abstract and can be introduced to young students at any level appropriate to their experience, maturity and ability.

Basic concepts serve as threads to coordinate the entire K-12 social studies curriculum. Conceptual sequencing aids students and teachers in understanding the continuity of the total program. Concepts and corresponding generalizations can be meaningfully mastered by the primary students and the senior in high school, with varying degrees of sophistication. Also, concepts and corresponding generalizations serve as the overall framework holding together the changing content of the social studies curriculum, as students move from grade to grade and become more mature and experienced.

Numerous advantages of utilizing the conceptual approach have been identified as crucial to learning and thinking by prominent social studies educators. Some advantages are listed as follows:

1. Concepts help to adjust to the explosion of knowledge.

2. Concepts provide durable, stable and valuable knowledge which has more relevancy and less obsolescence than the more factually oriented curriculum.

3. Conceptual learning is not restricted to any given textbook or series.

4. Concepts have transferability and can enable the learner to compare and contrast, as well as to analyze, interpret and evaluate data from many sources.

5. Conceptual teaching can be approached by either a more traditional deductive approach or the inquiry-oriented inductive approach or a modification of the two methods.

6. Conceptual learning prepares the student to summarize vast amounts of specific information, develop a thorough understanding, and profit from future experiences.

7. Concepts provide the cohesion and structure that gives relevancy to content.

8. Concepts are the key ingredients in the formation of generalizations which explain relationships and provide the learner with insight and understanding of content knowledge.

The Social Studies Committee supports a conceptual approach to learning and encourages efforts to incorporate the conceptual design in curriculum development and implementation.

## ELEMENTARY SOCIAL STUDIES INTRODUCTION

The K-6 social studies scope and sequence is an integration of five major content strands and color coded as follows:

| | |
|---|---|
| History/culture (U.S. and World) | Blue |
| Geography | Pink |
| Social (Anthropology, Sociology) | Green |
| Political Science | Yellow |
| Economics | Buff |

The same color coding is used for the content areas at the secondary level.

This format provides a scope and sequence in each content area of concepts and skills written as student learning outcome statements. The focus is on the student and each learning outcome statement is preceeded by the phrase "The student will be able to:"

A K 6 scope and sequence matrix is provided to the right of each learning outcome statement and the designation of a star is used to indicate that grade level or grade cluster where instructional emphasis is recommended. The primary grades on the matrix are clustered by kindergarten/first and second/third to allow for flexibility in sequencing among the twelve districts. The column in the left hand margin contains the major focusing concepts and skills related to the adjacent learning outcome statements. Also within the learning outcome statements, key concepts and skills are identified by underlining. This format is recommended; however, each district may wish to review the matrix and adapt the scope and sequence to their specific district needs.

Several authoritative sources were consulted to aid in the determination of content to be included in each strand and to assist in the grade level sequencing. The county committee recognizes that no one textbook series will coincide with all the concepts and skills found in the graded course of study. The purpose of the graded course of study is to provide a curriculum framework to serve as a guide to what should be taught at different grade levels.

The social studies curriculum assumes a supportive role in the development of many skills and concepts that have been developed in the Language Arts, Mathematics and Science Courses of Study. Teachers may wish to refer to the Language Arts Course of Study for learning outcomes related to study skills and library skills. Mathematics includes an extensive section on charts and graphs. The Science Course of Study includes an elementary section on Earth Science which includes content that is related to the study of physical geography.

Citizenship education and teaching critical thinking skills are considered primary responsibilities of the social studies curriculum. Even though a separate strand on citizenship education and a strand on critical thinking skills is included, they must be integrated into the five major content strands. Citizenship education covers a range of topics which includes learning outcome statements from the following areas: patriotism, respect for citizenship, human relations and social responsibility. The strand on thinking skills concerns the processing of knowledge. This suggests that students have the opportunity to develop abilities in extracting meaning from data, infer hidden meanings, arrive at reasonable conclusions and discover generalization.

## CITIZENSHIP

The student will be able to:

| | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| **PATRIOTISM** | | | | | |
| 1. list reasons to take pride in the United States of America. | | ★ | | | |
| 2. explain the symbolic meaning of the American Flag. | | | ★ | | |
| 3. explain the meaning of the Pledge of Allegiance. | | | ★ | | |
| 4. name and explain the significance of the National Holidays. | | | | ★ | |
| 5. know the symbols of the American heritage and their role in the history of the United States (the Liberty Bell, the American Eagle, the Statue of Liberty, Valley Forge, etc.). | | | | ★ | |
| 6. explain the meaning of the National Anthem and other patriotic songs, such as "Battle Hymn of the Republic," "America the Beautiful," etc. | | | | ★ | |
| 7. name the famous patriots and their contributions to the American heritage. | | | | ★ | |
| 8. discuss the sacrifices men and women have made in the service of the United States. | | | | ★ | |
| 9. discuss the spirit and meaning of basic documents of the American heritage: The Mayflower Compact, The Declaration of Independence, Bill of Rights in the Constitution, The American Creed, etc. | | | | ★ | |
| 10. review reasons why people have immigrated to the United States from other lands. | | | | ★ | |
| 11. explain the concept of cultural pluralism and the contributions of minority groups to the American heritage. | | | | ★ | |
| **PRACTICING CITIZENSHIP** | | | | | |
| 1. demonstrate respect for the property of others by the care of others' property. | ★ | | | | |
| 2. explain the duty of supporting and respecting duly elected officers or appointed officials. | | ★ | | | |
| 3. explain the importance of according the same privileges to others. | | ★ | | | |
| 4. list and give examples of personal rights expressed in the Bill of Rights. | | | ★ | | |
| 5. state the individual duty to study current problems and issues that pertain to government. | | | ★ | | |
| 6. identify individual economic freedoms under our "Free Enterprise System." | | | | ★ | |
| **HUMAN RELATIONS** | | | | | |
| 1. manage or cope with disagreement within the group. | ★ | | | | |
| 2. interact with others using democratic principles. | ★ | | | | |
| 3. work with others of different race, sex, culture, age, and ideology. | ★ | | | | |

| | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| 4. maintain a positive attitude toward group processes. | ★ | | | | |
| 5. clearly present ideas about group tasks and problems. | | ★ | | | |
| 6. take various roles in a group discussion. | | ★ | | | |
| 7. tolerate uncertainty or ambiguity. | | ★ | | | |
| **LEARNING ATTITUDES/RESPECT FOR OTHERS (SOCIAL RESPONSIBILITY)** | | | | | |
| 1. demonstrate the importance of being interested in learning by taking an active part in classroom discussion. | ★ | | | | |
| 2. demonstrate the importance of being polite by being considerate of teachers and classmates. | ★ | | | | |
| 3. demonstrate the importance of good conduct by being aware of and following school rules. | ★ | | | | |
| 4. demonstrate respect for property by care of books and other classroom equipment. | ★ | | | | |
| 5. demonstrate a respect for the environment by practicing individual conservation. | ★ | | | | |
| 6. demonstrate the importance of being punctual by being on time for class. | | ★ | | | |
| 7. demonstrate the importance of being dependable by completing study assignments. | | ★ | | | |
| 8. demonstrate enthusiasm by the efforts to be thorough and accurate in completing assignments. | | ★ | | | |
| 9. demonstrate a respect for people of all ages by understanding the needs of different age groups. | | ★ | | | |
| 10. demonstrate a respect for people of other cultures by expressing acceptance and tolerance for the dignity of others. | | ★ | | | |
| 11. demonstrate a respect for people who have a handicap by caring and accepting. | | ★ | | | |

The students will be able to:

| | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| **COMPARING** | | | | | |
| 1. compare the same thing at different points in time (i.e., technology). | | | ★ | | |
| 2. compare similarities and differences in social patterns (i.e., subsistence, division of labor). | | | ★ | | |
| 3. compare differing accounts of the same event (i.e., causes of the Civil War in the United States). | | | | ★ | |
| 4. compare and contrast the role of the individual and the state (i.e., democracy, dictatorship, monarchy). | | | | ★ | |
| **CLASSIFYING** | | | | | |
| 1. find similarities from pictured situations (i.e., cooperation/competition). | | ★ | | | |
| 2. identify several human needs and devise a way of classifying them (man's basic needs). | | ★ | | | |
| 3. classify ideas into categories (i.e., recreation/labor). | | | ★ | | |
| 4. classify groups according to common goals (i.e., social, political, economic). | | | ★ | | |
| 5. classify events by periods of time (i.e., decade of 70's). | | | ★ | | |
| **INFERRING** | | | | | |
| 1. infer motive from a picture (i.e., man running). | | ★ | | | |
| 2. infer assumptions (i.e., means justify ends - force). | | | ★ | | |
| 3. identify propaganda techniques (i.e., T.V. commercials). | | | ★ | | |
| 4. infer bias from reading two different accounts of an event (i.e., causes of American Revolution). | | | | ★ | |
| **CONCEPTUALIZING** | | | | | |
| 1. conceptualize an idea from a pictured situation (i.e., people assuming responsibility). | | ★ | | | |
| 2. conceptualize a trend from reading a graph (i.e., industrial growth). | | | | ★ | |
| 3. conceptualize an idea from reading case studies (i.e., importance of just laws). | | | | | ★ |
| 4. conceptualize the meaning of an idea by studying its antecedents (i.e., democracy). | | | | | ★ |

| | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| **HYPOTHESIZING** | | | | | |
| 1. hypothesize about human communities' interdependence (i.e., community services). | | ★ | | | |
| 2. hypothesize that a person may have different feelings about the same thing at different times (i.e., immigration). | | ★ | | | |
| 3. hypothesize reasons for change (i.e., why people moved from farms to cities 1880-1920). | | | ★ | | |
| 4. hypothesize about future relationships (i.e., future population growth and supply of fossil fuels). | | | ★ | | |
| **EVALUATING** | | | | | |
| 1. determine whether a statement is fact or opinion (i.e., Jimmy Carter was President of the United States/President Carter was a great leader). | | | ★ | | |
| 2. analyze cause and effect relationships (i.e., effect: end of cattle drivers/cause: branching of railroads, fencing in of land). | | | ★ | | |
| 3. identify viewpoints (i.e., "conservative" vs. "liberal" viewpoints on federal spending for social programs). | | | ★ | | |
| 4. compare viewpoints (i.e., example above/consequences of holding a particular value position). | | | ★ | | |
| 5. distinguish between relevant and irrelevant information (i.e., human behavior - needs, motives, etc., vs. astrology). | | | | ★ | |
| 6. distinguish primary from secondary sources (i.e., autobiography vs. biography). | | | | ★ | |

## HISTORY/CULTURES

The student will be able to:

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| basic needs | 1. | list verbally the three basic needs of people (food, clothing, shelter). | ★ | | | | |
| | 2. | relate "pioneers" and early Indians to changes in environment, shelter, food, clothing. | ★ | | | | |
| | 3. | list ways environment influences the way people live. | ★ | | | | |
| | 4. | explain why people must work to live. | ★ | | | | |
| | 5. | cite examples of work done in their community (community helpers). | ★ | | | | |
| community | 6. | define and give examples of the need for working together in a community. | ★ | | | | |
| library skills | 1. | identify the location of resource materials in the media center. | | ★ | | | |
| community | 2. | describe different origins (types) of communities. | | ★ | | | |
| | 3. | describe changes that occur in neighborhoods. | | ★ | | | |
| | 4. | explain that change usually takes place in developmental stages (steps) (i.e., rural to suburban). | | ★ | | | |
| | 5. | define museums as places which display examples of change. | | ★ | | | |
| | 6. | recall that state, local, and national governments, and private organizations preserve and maintain historic places. | | ★ | | | |
| heritage | 7. | recognize advantages and disadvantages of change, with special reference to growth. | | ★ | | | |
| | 8. | relate the concept of heritage to customs, traditions, heroes and leaders. | | ★ | | | |
| | 9. | identify the significance of "special days" (holidays, anniversaries) to customs, traditions. | | ★ | | | |
| | 10. | discuss the concept of U.S. as a nation wth a "history" of many changes over many years of many leaders and people. | | ★ | | | |
| change | 11. | explain that every culture has customs - cite examples of important customs in our society. | | ★ | | | |
| | 12. | give examples and/or evidence of change (related to the passing of time) in families (parents, grandparents, etc.). | | ★ | | | |
| | 13. | give examples and/or evidence of change in shelter (simple to complex, "old" to "new" or "modern"). | | ★ | | | |
| | 14. | give examples and/or evidence of change in clothing styles and materials ("fashions"). | | ★ | | | |
| | 15. | develop concepts of "past", "future", "change" in relation to the passing of time, sequence of events. | | ★ | | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 16. | discuss the fact that change is constant, and all communities adapt to change. | | ★ | | | |
| | 17. | contrast early days with today with reference to life styles, tools, communities, transportation, etc. | | ★ | | | |
| | 18. | recognize that maps and pictures reflect change. | | ★ | | | |
| research | 19. | list source of information about a given topic (library skills). | | ★ | | | |
| beliefs | 20. | explain why every person in a democracy is important. | | ★ | | | |
| basic needs | 21. | give examples of how people meet basic needs in other cultures (factors such as historical background, geography, natural resources, etc.). | | ★ | | | |
| | 22. | describe why diet is dependent on the proximity to the sea. | | ★ | | | |
| natural resources | 23. | explain "limited supply" of natural resources in relation to waste and scarcity. | | ★ | | | |
| | 24. | list several American leaders and their major contribution to U.S. history. | | ★ | | | |
| culture | 1. | cite examples of how people are a product of their culture. | | | ★ | | |
| time/chronology | 2. | place related events in chronological order. | | | ★ | | |
| | 3. | interpret a time line of related events. | | | ★ | | |
| | 4. | show cause and effect relationships among events and dates. | | | ★ | | |
| | 5. | develop and use the vocabulary of time expressions - A.D., B.C., century, decade. | | | ★ | | |
| stages of civilization | 6. | design a chart that illustrates the stages of civilization (hunting/fishing, farming/herding, handicraft, modern commercial society). | | | ★ | | |
| | 7. | compare the process of education of the young in the different stages of civilization. | | | ★ | | |
| | 8. | identify groups in today's world who are in different stages of civilization. | | | ★ | | |
| | 9. | list major discoveries that aided people to advance from one stage of civilization to another. | | | ★ | | |
| inventions | 10. | list and discuss inventions and discoveries that have changed man's life-style in the 20th century. | | | ★ | | |
| | 11. | explain with examples the concept that people change to achieve a better life. | | | ★ | | |
| natural resources | 12. | explain natural resources in terms of (a) time and usefulness to people, and (b) changing times. | | | ★ | | |
| technology | 13. | trace the general development of transportation and industrialization to illustrate that today's world has roots in the past. | | | ★ | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 14. | discuss the development of the auto and airplane in light of advantages and disadvantages to the environment. | | | ★ | | |
| | 15. | discuss the development of the auto and airplane in relation to social change. | | | ★ | | |
| urbanism | 16. | list factors of change which have contributed to the growth of the city in the United States. | | | ★ | | |
| | 17. | cite problems and possible solutions to modern urban living. | | | ★ | | |
| attitudes | 18. | list a variety of reasons for conflict between certain people and societies throughout history. | | | ★ | | |
| local history | 19. | list factors which determine his own region (physical boundaries, land features. | | | ★ | | |
| | 20. | tell when and how his/her region was discovered and explored. | | | ★ | | |
| | 21. | discuss influences of geography of his/her region on its history. | | | ★ | | |
| | 22. | discuss the contribution of natural resources to the development of his/her region. | | | ★ | | |
| change | 23. | recognize variable rates of change among communities (stagnation, rapid growth/decline, rural, suburban, etc.). | | | ★ | | |
| | 24. | discuss reasons (motives, causes) for change. | | | ★ | | |
| | 25. | explain ways in which change affects movement, settlement, and contacts (pioneers, trails and roads, transportation, etc.). | | | ★ | | |
| | | ********** | | | | | |
| cultures | 1. | restate a definition of "culture." | | | | ★ | |
| indian civilization | 2. | define history as the story of his/her nation's past. | | | | ★ | |
| | 3. | discuss various theories of the origin of North America as a separate continent (e.g., Continental Drift, etc.). | | | | ★ | |
| | 4. | describe the nature and diversity of life styles that existed among early peoples of North America. | | | | ★ | |
| | 5. | describe how native Americans of various cultures utilized their environment and were influenced by it in satisfying their basic needs: food, shelter, clothing. | | | | ★ | |
| | 6. | recognize that scholars of the 1400's theorized that the world could be circumnavigated. | | | | ★ | |
| cultures | 7. | describe early American culture from prehistoric Indians of North, South, and Central America to the coming of European explorers. | | | | ★ | |
| | 8. | describe the culture of earliest Spanish explorers in U.S. | | | | ★ | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
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| | 9. | describe European empires in America (locations; culture, including social system, etc.). | | | | ★ | |
| colonial America | 10. | explain the early colonial American social system which included settlers, servants, and slaves. | | | | ★ | |
| | 11. | discuss slave trade in relation to colonial life and economies. | | | | ★ | |
| american | 12. | discuss the growth of rebellion among early U.S. colonists against taxtation and other pressures from the "mother country." | | | | ★ | |
| | 13. | explain the movement for independence and establishment of a government of choice. | | | | ★ | |
| | 14. | recognize legal dissent as an American right claimed by the people over most of U.S. history. | | | | ★ | |
| | 15. | discuss the unification of the independent colonies. | | | | ★ | |
| | 16. | list examples of transfer of European civilization to America. | | | | ★ | |
| | 17. | relate the basic chronology of American history (pioneers and Indians, colonial period, revolution, expansion, slavery and Civil War, etc.). | | | | ★ | |
| | 18. | discuss actions taken by Britain in an effort to maintain control over her American colonies. | | | | ★ | |
| | 19. | describe the extent to which various steps taken by Britain to tighten control over her American colonies from 1763-1775 were successful. | | | | ★ | |
| | 20. | list the American Revolution among several colonial problems faced by England during this period of time. | | | | ★ | |
| | 21. | list reasons for American rebellion as stated in the Declaration of Independence. | | | | ★ | |
| | 22. | list the principles expressed in the Declaration of Independence including equality, natural rights and responsibilities of government. | | | | ★ | |
| | 23. | list major economic, military, and diplomatic events of the American Revolution, and the date, places, personalities, groups, etc. significantly associated with them. | | | | ★ | |
| nationalism | 24. | evalute early national growth after independence. | | | | ★ | |
| | 25. | describe early growth and expansion, including transportation, factories and farms. | | | | ★ | |
| | 26. | discuss immigration in the new nation, including causes, nations of origin, diversity. | | | | ★ | |
| civil war | 27. | state factors in the development of the American Industrial Revolution. | | | | ★ | |
| | 28. | describe early industry and power sources. | | | | ★ | |

| | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| | 29. recognize that slavery was integral in the economy of the South. | | | | ★ | |
| | 30. recognize emotional attitudes of people in other times and places as having an influence on change. | | | | ★ | |
| | 31. recognize the U.S. Civil War as in part due to a climax of changing emotions and attitudes in changing times. | | | | ★ | |
| | 32. describe physical and social conditions under which Negro slaves lived and worked. | | | | ★ | |
| | 33. recall names of several Negro slaves, including Frederick Douglass, Nat Turner, Harriet Tubman, who took action against the institution of slavery. | | | | ★ | |
| | 34. discuss social, political, and economic differences between North and South which led each to protect its way of life by gaining, or at least maintaining power. | | | | ★ | |
| | 35. discuss the Civil War in relation to slavery. | | | | ★ | |
| | 36. recognize factors other than slavery which contributed to the Civil War. | | | | ★ | |
| | 37. discuss post-Civil War industrial growth. | | | | ★ | |
| | 38. discuss post-Civil War westward expansion, including the railroad. | | | | ★ | |
| | 39. explain the development of post-Civil War immigration, including discrimination and quotas. | | | | ★ | |
| modern america | 40. list factors which made U.S. a "modern America" following the Civil War period, including technological, economic, social, political and international factors. | | | | ★ | |
| | 41. recognize the impact upon U.S. history of the 19th Century change from horse to automobile. | | | | ★ | |
| | 42. describe changing life styles which reflected industrialization and urbanization of the late 19th century. | | | | ★ | |
| change | 43. review changes in American agriculture, with recognition of major change from subsistence to surplus. | | | | ★ | |
| | 44. discuss technology and change (coal, steam, changing farm patterns, rural-urban migration, etc.). | | | | ★ | |
| | 45. describe changing political power and government as related to industrialization and urbanization. | | | | ★ | |
| | 46. relate the new international interests of U.S. in the 20th century to internal changes that were taking place in U.S. | | | | ★ | |
| | 47. relate the development of international conflicts to changes in technology and economics, materialism, political power. | | | | ★ | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 48. | describe evidence of the long-standing importance of education throughout U.S. history. | | | | ★ | |
| | 49. | explain that everything in print is not true. | | | | ★ | |
| | 50. | give examples of how beliefs change as knowledge grows. | | | | ★ | |
| | | | | | | ★ | |
| historical inquiry | 1. | discuss the interpretations of the meaning of history (i.e., Christian, | | | | | ★ |
| | 2. | compare the age of man to the age of earth (ex., analogy with clock). | | | | | ★ |
| time | 3. | give examples of how scientists measure time (carbon dating, geological studies, etc.). | | | | | ★ |
| | 4. | explain how people have used a solar calendar. | | | | | ★ |
| | 5. | review major eras and events of pre-history, which archacological evidence substantiates (prehistoric oceans, coal-forming, life, ice age, etc.). | | | | | ★ |
| | 6. | design a time line showing the major civilizations. | | | | | ★ |
| | 7. | recognize that other cultures (i.e., Jewish, Islamic) use different calendars. | | | | | ★ |
| | 8. | explain the work of anthropologists. | | | | | ★ |
| early civilizations | 9. | locate on a map or globe the early civilizations. | | | | | ★ |
| | 10. | explain the importance of rivers to these early people. | | | | | ★ |
| | 11. | explain the influence of the discovery of raising crops and the domestication of animals. | | | | | ★ |
| | 12. | explain the importance of early forms of written languages. | | | | | ★ |
| | 13. | recognize the importance of early forms of law (Hebrew, Hammurabe's Code, Roman Law). | | | | | ★ |
| | 14. | list major contributions from early civilizations to western civilizations. | | | | | ★ |
| democracy | 15. | explain the uniqueness of Athenian Democracy in the ancient world. | | | | | ★ |
| | 16. | describe the relationship between early Greek Democracy and the American form of government. | | | | | ★ |
| | 17. | discuss reasons why people use their own culture as standards for comparing other cultures. | | | | | ★ |
| | 18. | identify common beliefs inherent in most major religions (Supreme Being, ceremonies, beliefs and behavior, beliefs about life after death). | | | | | ★ |
| | 19. | describe the origin and major beliefs and values of major world religions (Judism, Christianity, Islam, Hinduism, Buddhism). | | | | | ★ |
| social structure | 20. | describe the social structure in ancient civilizations with emphasis on Roman Society. | | | | | ★ |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 21. | describe the social structure in Europe during the Middle Ages. | | | | | ★ |
| | 22. | define and describe the importance of the Renaissance and Reformation on life in Europe. | | | | | ★ |
| | 23. | explain the significance of trade and commerce on the societies of Europe and the Middle East. | | | | | ★ |
| | 24. | define the meaning of Divine Right and Monarchy. | | | | | ★ |
| change | 25. | compare the cause and effects of the American, French and Russian Revolutions. | | | | | ★ |
| | 26. | list changes in the production of goods that became known as the Industrial Revolution. | | | | | ★ |
| | 27. | describe the importance of nationalism as a major trend in the study of world history. | | | | | ★ |
| imperialism | 28. | define and describe the general characteristics of Imperialism in the 19th and 20th centiry. | | | | | ★ |
| militarism | 29. | cite examples of how force (militariam) has undermined social order and world peace in the 20th century. | | | | | ★ |
| united nations | 30. | identify issues the United Nations attempts to resolve to maintain peace and social justice. | | | | | ★ |
| global issues | 31. | explain the cause and effect and possible solutions to global issue such as overpopulation, scarce resources, peace, Communist Imperialism. | | | | | ★ |
| democracy | 32. | trace the origins of the democratic ideal and list advantages of living in a democratic society. | | | | | ★ |
| progress | 33. | explain different interpretations of the term "progress." | | | | | ★ |
| cultures | 34. | analyze the institutional structure (i.e., family, economics, government, education and religion) of a culture selected for study. | | | | | ★ |
| | 35. | illustrate how people in different cultures and at different times have expressed beauty (art, architecture). | | | | | ★ |
| futurism | 36. | identify some decisions today that will effect life in the next century. | | | | | ★ |
| | 37. | suggest how change will render certain aspects of our culture obsolete by the next century. | | | | | ★ |

The student will be able to:

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| globalism | 1. | identify the continent of North America by shape and relative location on the globe. | ★ | | | | |
| | | | ★ | | | | |
| model | 2. | recognize by shape and relative location the U.S. on the continent of North America. | ★ | | | | |
| | | | ★ | | | | |
| | 3. | recognize by relative location his/her city and state in U.S. | ★ | | | | |
| | 4. | distinguish North and South (poles) and East and West as cardinal directions. | ★ | | | | |
| earth-sun relationship | 5. | state that the sun is the center of the solar system and the source of its heat and light. | ★ | | | | |
| | | | ★ | | | | |
| | 6. | demonstrate (by turning the globe on its axis) the relationship of rotation of earth and day and night. | ★ | | | | |
| | | | ★ | | | | |
| | 7. | discuss, by using examples, different kinds of seasons, with characteristic weather for each season. | ★ | | | | |
| | 8. | recognize from pictures (clothing, housing, etc.) that different parts of the earth have different climates. | ★ | | | | |
| | | | ★ | | | | |
| maps | 9. | list common terms used to describe where things are in relation to each other (near, far, next to, over, under, etc.). | ★ | | | | |
| spatial relationships | 10. | describe his/her location in the classroom. | ★ | | | | |
| | 11. | explain the location of people and objects in the classroom. | ★ | | | | |
| | 12. | match people and objects with verbal descriptions of their locations. | ★ | | | | |
| | 13. | name some places to which he/she belongs: classroom, school, community. | ★ | | | | |
| | 14. | describe the location of the classroom and other familiar places in the school. | ★ | | | | |
| | | | ★ | | | | |
| | 15. | follow verbal directions to various locations in the school. | ★ | | | | |
| | 16. | discuss from the location of his/her city/state in U.S. on map and globe the existence of other families, neighborhoods and cities in other parts of the world/globe. | ★ | | | | |
| | | | ★ | | | | |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| globalism | 1. | state ways in which days, nights and years are related to the earths movement. | | ★ | | | |
| | | | | ★ | | | |
| earth-sun relationships | 2. | state names of the four seasons, the sequence in which they occur, and months associated with each in the Northern and Southern hemispheres. | | ★ | | | |
| | | | | ★ | | | |
| | 3. | explain why earth-sun relationships are important in the study of geography. | | ★ | | | |

| | | | K | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|
| | 4. | express the period of earth's revolution as 365 rotational days, one year, 12 months. | | | ★ | | | | |
| | 5. | explain that the angle of the sun's rays to earth, determines seasonal temperature change. | | | ★ | | | | |
| maps | 6. | describe his/her location by naming directions while moving around the classroom. | | | ★ | | | | |
| spatial relationships | 7. | select location words that describe the movement of people and objects. | | | ★ | | | | |
| | 8. | describe his/her location by naming distances between people and objects. | | | ★ | | | | |
| | 9. | compare locations of people and objects in terms of distances from one another (in the school and playground). | | | ★ | | | | |
| | 10. | give examples of how people use various routes to go to and from school, using direction and distance words. | | | ★ | | | | |
| | 11. | trace routes on a neighborhood map. | | | ★ | | | | |
| | 12. | compare distances between places by counting buildings, blocks, miles and kilometers. | | | ★ | | | | |
| | 13. | express distance in relation to terms: farther, shortest, etc. | | | ★ | | | | |
| | 14. | describe the location of places in North America using direction and distance words. | | | ★ | | | | |
| | 15. | describe distance in standard units, including mile, kilometer. | | | ★ | | | | |
| | 16. | describe routes between places, using direction words. | | | ★ | | | | |
| | 17. | identify the location of his/her school on a pictorial map of the community. | | | ★ | | | | |
| | 18. | name street addresses that use north, south, east, west. | | | ★ | | | | |
| | 19. | describe the location of familiar places, using the street grid. | | | ★ | | | | |
| | 20. | establish positions using distance and direction. | | | ★ | | | | |
| | 21. | recognize a (world) map as a flattened (although distorted) picture of the globe, or any part of the globe. | | | ★ | | | | |
| | 22. | name North America as one of many continents on a map of the world. | | | ★ | | | | |
| | 23. | match the location of North America on a world map with its location on a globe. | | | ★ | | | | |
| | 24. | identify directions from a map of North America, with particular reference to countries in relationship to U.S. | | | ★ | | | | |
| | 25. | compare pictures of the same general area on map and globe. | | | ★ | | | | |
| | 26. | recognize that small sizes and distances on globe and map represent large sizes and distances on the earth (map scale). | | | ★ | | | | |
| | 27. | use simple map and globe terms: North/South poles, island, flat land, etc. | | | ★ | | | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 28. | use a map key and direction finder to locate given places. | | ★ | | | |
| | 29. | identify state and national boundaries. | | ★ | | | |
| | 30. | identify conventional map symbols for cities, rivers, mountains and roads. | | ★ | | | |
| | 31. | use color to distinguish between land and water on maps and globes. | | ★ | | | |
| physical geog. | 32. | identify common landforms (relief features) (mountains, plains, delta, etc.). | | ★ | | | |
| landforms | 33. | define climate as the average conditions produced by weather patterns for a region over a long period of time. | | ★ | | | |
| climate | | | | ★ | | | |
| water | 34. | list symbols used in representing water formations on maps. | | ★ | | | |
| | 35. | list major types of surface water formations including streams and rivers, lakes, oceans. | | ★ | | | |
| | 36. | discuss ways in which the availability of water affects choices of sites for settling, farming, manufacturing, etc., by individuals and groups. | | ★ | | | |
| | 37. | name and locate major ocean areas (Atlantic, Pacific, Indian, etc.) | | ★ | | | |
| cultural geog. | 38. | define cultural geography as the study of humankind adjusting to the natural environment. | | ★ | | | |
| transportation | 39. | give reasons why it has always been important for people to move themselves and the materials they need and want. | | ★ | | | |
| | 40. | list types of carriers, power sources and routes in use today for land, water and air transport. | | ★ | | | |
| urban studies | 41. | list basic needs of people in an urban area (such as water, food, waste disposal, housing, transportation, recreation, police and fire protection). | | ★ | | | |
| | 42. | define key terms used to describe urban areas including: urban, rural, central city, and suburban. | | ★ | | | |
| | 43. | discuss ways in which neighborhoods are dependent upon one another and on the larger community. | | ★ | | | |
| | 44. | discuss ways that resources of an area affect city growth patterns. | | ★ | | | |
| | 45. | list factors influencing accessibility of urban centers including adequate roadways, air and land transportation facilities. | | ★ | | | |
| | 46. | recognize implications of urban problems (pollution, waste disposal, slums, etc.). | | ★ | | | |
| contemporary topics | 47. | list occupations and industries of a community. | | ★ | | | |
| communities | 48. | describe the general appearance and function of commercial, industrial and residential areas. | | ★ | | | |
| regional geog. | 49. | explain that the level of development of an economic region depends primarily upon communication and transportation. | | ★ | | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 50. | explain that the need for goods and services in a region fosters trade and interdependence. | | ★ | | | |
| | | | | ★ | | | |
| | | ********** | | | | | |
| globalism | 1. | describe the effects of rotation and revolution on seasons, temperature changes, climate, and hours of daylight/darkness. | | | ★ | | |
| earth-sun relationships | 2. | distinguish between rotation and revolution as simultaneous movements of the earth as a planet. | | | ★ | | |
| | 3. | give the location of the earth within the solar system. | | | ★ | | |
| | 4. | state the relative position and significance of the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle as parallels of latitude. | | | ★ | | |
| | 5. | state ways in which the earth's shape, tilt, and movements explain seasonal change in temperature, and in the length of daylight as one moves closer to either pole. | | | ★ | | |
| maps | 6. | locate Eastern and Western hemispheres. | | | ★ | | |
| | 7. | describe the location of places by naming their hemisphere. | | | ★ | | |
| | 8. | locate places of high, middle, and low-latitude. | | | ★ | | |
| | 9. | list ways in which the distribution of a single variable may be illustrated on maps (e.g., rainfall, vegetation, population density). | | | ★ | | |
| | 10. | explain ways maps may illustrate relationships between or among variables (e.g., rainfall and vegetation). | | | ★ | | |
| | 11. | decode and interpret simple maps to facilitate travel (e.g., road and street maps). | | | ★ | | |
| | 12. | determine highways needed to travel to specific places. | | | ★ | | |
| | 13. | use cardinal and intermediate directions to describe routes between places. | | | ★ | | |
| physical geog. | 14. | recognize the meaning of words used to name physical features (e.g., piedmont, tributary, gulf, river basin, delta, peninsula). | | | ★ | | |
| climate | 15. | list major characteristics of the low, middle, and high-latitude climate regions of the world. | | | ★ | | |
| vegetation | 16. | explain latitude as a fundamental control on climate in relation to the angles and amounts of sunlight reaching a given area. | | | ★ | | |
| | 17. | discuss seasonal changes and farm work. | | | ★ | | |
| vegetation | 18. | describe characteristic vegetation of tropical, temperate, and polar latitudes. | | | ★ | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| water | 19. | list ways in which rivers, streams, and lakes have been used as boundaries and as links (routes) among peoples or regions. | | | ★ | | |
| | 20. | state basic data regarding sizes, shapes, and location of the earth's ocean areas in relation to land. | | | ★ | | |
| | 21. | list names commonly used to describe ocean features (e.g., ocean, bay, sea, gulf, lagoon, etc.). | | | ★ | | |
| | 22. | state ways humans have historically used the seas (e.g., protective barrier, transportation, food source). | | | ★ | | |
| regional geog. | 23. | state specific names and relative locations of the world's major ocean regions. | | | ★ | | |
| | 24. | state specific names and relative locations of the world's major land masses (continents). | | | ★ | | |
| cultural geog. | 25. | describe cultural geography as an attempt to identify and explain relationships between the distributions of people, their activities and beliefs and values. | | | ★ | | |
| population | 26. | describe a population's composition, using such general factors as (i.e., age, sex, ethnicity, religion, occupation, levels of education/income). | | | ★ | | |
| agriculture | 27. | identify types of primitive agriculture (i.e., nomadic hunting-gathering, nomadic herding). | | | ★ | | |
| | 28. | identify major types of commercial agriculture (i.e., plantation, livestock ranching, crop farming - grain or fibers, dairying). | | | ★ | | |
| | 29. | describe plantation agriculture by emphasizing production of surplus amounts of a specific crop such as bananas, cocoa, coffee. | | | ★ | | |
| | 30. | discuss mechanization and industrialization of agriculture in relation to large-sized enterprises. | | | ★ | | |
| manufacturing | 31. | define industrialization in terms of manufacturing with power tools, a large capital investment and a division of labor. | | | ★ | | |
| transportation | 32. | give meaning of the terms for principal aspects of transportation (i.e., network, linkage, route, terminal, carrier, freight, etc.). | | | ★ | | |
| | 33. | list basic requirements for human travel or transportation of goods (e.g., knowledge of routes, hazards, food and water, navigation, etc.). | | | ★ | | |
| | 34. | list geographic features that provide natural routes for travel, migration or transportation. | | | ★ | | |
| | 35. | describe ways in which the oceans function as both routes for and barriers to travel. | | | ★ | | |
| | 36. | describe characteristics of navigation systems developed and used by peoples of various times and places. | | | ★ | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 37. | list factors which make a river or port usable for purposes of travel. | | | ★ | | |
| | 38. | discuss materials used to power trains at various stages in their development and problems involved in their use. | | | ★ | | |
| | 39. | explain why railway lines often follow earlier transportation routes. | | | ★ | | |
| | 40. | describe types of automotive vehicles used for various kinds of travel or transport. | | | ★ | | |
| | 41. | distinguish between natural and man-made transportation routes shown on a map. | | | ★ | | |
| urban studies | 42. | discuss effects of world wide urbanization on the quality of life, natural environment, economy and culture. | | | ★ | | |
| | 43. | describe urban land use patterns in terms of commercial, industrial, residential, open space, public or semi-public, and streets. | | | ★ | | |
| | 44. | define central place cities as serving as a trade and social center and the services provided. | | | ★ | | |
| | 45. | discuss the effects of local natural resources on city development. | | | ★ | | |
| | 46. | recognize major urban problems as they exist in an area being studied. | | | ★ | | |
| energy, resources environment | 47. | describe distributions and uses of potential energy resources deposited in the earth's crust. | | | ★ | | |
| | 48. | recognize that, as population grows, so does industry, and that both continue to empty their refuse and pollutants into our rivers, streams, oceans and ground water. | | | ★ | | |
| ecology | 49. | list ways in which human activities bring about changes in natural habitats and their populations (farming, logging, mining, waste disposal, etc.). | | | ★ | | |
| | 50. | explain ways that modern technology can and has overcome geographic barriers, increasing communication and trade among cultural groups. | | | ★ | | |
| regional geog. | 51. | describe a region as an area of the earth's surface; a part that can be identified and delineated (outlined, boundaries found). | | | ★ | | |
| | 52. | recognize that the concept of region can be used generically (climatic zones, culture areas, economic regions, etc.). | | | ★ | | |
| | 53. | identify by name, determining features, boundaries, and relative locations the plains-, plateau-, hill-, and mountain-regions of a continent or continents under study. | | | ★ | | |
| place/locations | 54. | locate and identify the shapes of land masses called continents on a globe. | | | ★ | | |
| | 55. | locate and name the major oceans on a map or globe. | | | ★ | | |
| | 56. | locate on a map or globe the desert areas of the world. | | | ★ | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 57. | locate and name the four major hemispheres on a globe. | | | ★ | | |
| | 58. | locate and identify the polar regions and the equator on a globe. | | | ★ | | |
| | 59. | locate and name the major mountain ranges on a map or globe. | | | ★ | | |
| | 60. | locate and name the major plains regions on a globe or map. | | | ★ | | |
| | 61. | recognize the major seas with respect to their physical settings. | | | ★ | | |
| | 62. | recognize major cities with respect to physical settings. | | | ★ | | |
| | 63. | locate and relate latitudes to the equator and the poles. | | | ★ | | |
| | 64. | apply terms that provide geographic focus, including: region, boundary, state, nation, etc. | | | ★ | | |
| | 65. | locate major countries of the world on a map or globe. | | | ★ | | |
| | 66. | use an atlas in geographic inquiry. | | | ★ | | |
| | 67. | recognize relative size and shape of continents/countries. | | | ★ | | |
| | | ********** | | | | | |
| maps | 1. | identify places where he/she lives: city, state, region, country, continent, hemisphere. | | | | ★ | |
| | 2. | describe the relationship of time zones to conventional longitudinal units of measurement. | | | | ★ | |
| | 3. | explain ways maps may illustrate relationships between or among variables (e.g., rainfall and vegetation). | | | | ★ | |
| | 4. | trace routes of U.S. explorers. | | | | ★ | |
| | 5. | locate areas of population density and sparcity in the Western Hemisphere. | | | | ★ | |
| | 6. | locate natural barriers which influenced exploration, movements of people, and settlements. | | | | ★ | |
| | 7. | tell time of day in different parts of U.S. | | | | ★ | |
| | 8. | describe patterns of weather movement across the country. | | | | ★ | |
| physical geog. | 9. | define physical geography as being concerned with earth features and processes. | | | | ★ | |
| landforms | 10. | classify landforms by slope/contour (plains, plateaus, hills, mountains) by their functional relationship with surrounding features. | | | | ★ | |
| vegetation | 11. | list factors that affect natural vegetation of an area. | | | | ★ | |
| water | 12. | explain the importance of irrigation for agriculture and industry. | | | | ★ | |
| cultural geog. | 13. | list factors contributing to the growth of dairy farming, livestock production and grain farming. | | | | ★ | |
| manufacturing | 14. | discuss factory manufacturing in relation to mass production. | | | | ★ | |

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| | | | K-1 | 2-3 | 4 | 5 | 6 |
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| transportation | 15. | explain ways in which the location and navigability of ports and rivers, and their proximity to farmlands, roads, etc., has affected human settlement patterns at various periods. | | | | ★ | |
| | 16. | describe transportation routes and technology associated with mass migrations at various periods of history (wagon trails, etc.). | | | | ★ | |
| | 17. | list factors involved in the development of transportation (i.e., rail, auto, etc.). | | | | ★ | |
| | 18. | explain ways in which the development of automobiles, and transcontinental highways, effected the growth of our country. | | | | ★ | |
| urban studies | 19. | discuss ways that the cultural background of immigrants affects city growth patterns. | | | | ★ | |
| contemporary topics | 20. | recognize that problems involved in land-use planning arose from past conditions, existing conditions, and conflicts over future uses. | | | | ★ | |
| land-use planning | 21. | list social factors considered in land-use planning (i.e., population growth, density, housing, recreation, transportation, agriculture and industry). | | | | ★ | |
| U.S. settlement patterns | 22. | list factors resulting in current settlement patterns in the U.S. (i.e., including territorial expansion, site features, locational factors, land division and survey, transportation, technology, and resources). | | | | ★ | |
| regional geog. | 23. | recognize that the concept of region can be used specifically (particular areas identified by place names: North America, Ohio Valley). | | | | ★ | |
| | 24. | classify land regions by nature or elevation of landforms, by geologic origins. | | | | ★ | |
| | 25. | locate the major mountain ranges, lakes, and river systems of U.S. | | | | ★ | |
| | 26. | relate characteristics of mountain and river systems to patterns of U.S. settlement. | | | | ★ | |
| | 27. | state size and boundaries of U.S. as a specific geo-political region. | | | | ★ | |
| | 28. | list geo-political subdivisions within U.S. (e.g., names and locations of states, subregions). | | | | ★ | |
| | 29. | identify natural regions of the U.S. on a map (i.e., appalachian, great plains). | | | | ★ | |
| | 30. | describe the sequence of occupancy for regions within U.S. (from earliest to modern times). | | | | ★ | |
| | 31. | discuss economic features of U.S. as a region (e.g., productive resources, levels of development, modes or agriculture, manufacturing, marketing, exports-imports). | | | | ★ | |
| | 32. | discuss economic features of regions within U.S. (N.E. south, midwest). | | | | ★ | |

| | | K-1 | 2-3 | 4 | 5 | 6 |
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| 33 | state names and locations of major U.S. cities wth emphasis on locational factors. | | | | ★ | |
| 34. | name determining features, boundaries or transition zones, and states or local areas falling within the Great Lakes as a region. | | | | ★ | |
| 35. | list climatic features of the Great Lakes as a region, and controls with which they are associated (latitude, proximity to Great Lakes, seasonal winds, etc.). | | | | ★ | |
| 36. | describe economic features of the Great Lakes as a region (forestry, fishing, tourism, mining, agriculture, etc.). | | | | ★ | |
| 37. | relate physical factors to the bases for development of the Great Lakes economy. | | | | ★ | |
| 38. | relate that the Great Lakes transportation networks have developed steadily since the 1830's, to include trails, rivers, roads, highways, railways and airways. | | | | ★ | |
| | ********** | | | | | |
| maps 1 | compare advantages and disadvantages of various flat map projections. | | | | | ★ |
| 2. | use maps to find relationships among physical features, land use, and population density. | | | | | ★ |
| 3. | demonstrate that longitude lines divide the earth's surface at angular distance East-West of the Prime Meridian, and that all lines pass through North and South poles. | | | | | ★ |
| 4. | demonstrate that the Prime Meridian passes through Greenwich, England, and that longitude is always expressed in degrees E/W of Greenwich, and can never be more than 180° E. or W. | | | | | ★ |
| 5. | state ways time zones and longitude lines (meridians) are related (15° = 1 hr.). | | | | | ★ |
| 6. | state that there are 24 standard time zones around the earth from pole to pole, with time measured internationally according to distance E/W of Greenwich. | | | | | ★ |
| 7. | show that U.S. is divided into time zones adjusted to meet requirements of people. | | | | | ★ |
| 8. | show relationship between earth's tilt as it revolves and the measurement of latitude on earth's surface. | | | | | ★ |
| 9. | state the use of latitude and longitude as imaginary lines placed on the earth's surface as a grid and frame of reference to measure both location and time. | | | | | ★ |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 10. | determine distances between places by counting parallel grid lines. | | | | | ★ |
| | 11. | describe the location of places by counting meridian lines. | | | | | ★ |
| | 12. | describe the location of a place on a map as a representation of the earth's surface by degrees north or south of the equator as latitude, and east or west of the Prime Meridian as longitude. | | | | | ★ |
| | 13. | use the grid system to determine exact locations of major cities in the Western Hemisphere and the world. | | | | | ★ |
| | 14. | describe location in terms of elevation and altitude. | | | | | ★ |
| | 15. | explain the relationship between topography and the direction of river flow, and transportation patterns. | | | | | ★ |
| | 16. | generalize about location and extension of mountain ranges on each continent. | | | | | ★ |
| | 17. | compare distances and time between given places by land, sea, and air travel. | | | | | ★ |
| | 18. | use the International Date Line to interpret time zones. | | | | | ★ |
| | 19. | locate areas within earthquake and volcanic regions. | | | | | ★ |
| physical geog. | 20. | describe physical geography as providing an overall picture of the natural environment that precedes, surrounds, conditions, and supports human existence and human activities. | | | | | ★ |
| | 21. | describe the major physical features of the continents. | | | | | ★ |
| climate | 22. | explain ways in which certain variables effect climate (altitude, mountain barriers, ocean currents, air currents, etc.). | | | | | ★ |
| | 23. | identify major types of tropical climates, and distribution of each. | | | | | ★ |
| | 24. | identify low latitude steppe and low latitude desert as examples of low latitude dry climates. | | | | | ★ |
| | 25. | locate low latitude highland climates. | | | | | ★ |
| | 26. | identify Subtropic climates as including Mediterranean Subtropics and Humid Subtropics. | | | | | ★ |
| | 27. | locate and characterize Middle Latitude highland climates. | | | | | ★ |
| | 28. | locate and characterize Subarctic and Polar climates. | | | | | ★ |
| | 29. | identify the climate of an area or region based on its location and physical features, according to a standard system of climatic classification. | | | | | ★ |
| | 30. | discuss the effects of landforms and climate on development of civilizations. | | | | | ★ |
| | 31. | describe the effect of prevailing winds (westerlies) on vegetation, forests, and agriculture. | | | | | ★ |
| | 32. | list the basic climates of North America. | | | | | ★ |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| cultural geog. | 33. | recognize that approximately 30% of the earth's land surface possesses geographic conditions suitable for human life. | | | | | ★ |
| population | 34. | list factors that may be applied to the study of population including composition, size, density, geographic distribution, growth migration and settlement patterns. | | | | | ★ |
| agriculture | 35. | discuss possible solutions to maintaining an adequate food supply in relation to necessary changes in use of farmland, in social attitudes and practices (intensive farming, family size, dietary change, etc.). | | | | | ★ |
| transportation | 36. | discuss ways in which ocean and wind currents have influenced the routes and equipment used for sea travel. | | | | | ★ |
| | 37. | discuss ways in which the development of modern air travel has altered political, economic, and social relationships within or among nations. | | | | | ★ |
| ecology | 38. | recognize that unequal distribution of universally valued natural resources has led to conflict among cultural groups. | | | | | ★ |
| | 39. | explain that conflicts over ownership, control of or access to natural resources may be compounded by cultural biases. | | | | | ★ |
| | 40. | appraise technological advances proposed as solutions to food supply problems (i.e., farming the sea). | | | | | ★ |
| energy/ resouces | 41. | discuss social and political implications of America's heavy use of energy and resources. | | | | | ★ |
| global | 42. | discuss the implication that, with increased international trade and communication, the disparities between rich and poor nations become more obvious and more complex. | | | | | ★ |
| | 43. | recognize that population growth is a major persisting problem in the vast majority of "underdeveloped" countries. | | | | | ★ |
| regional geog. | 44. | identify by names, determining features, boundaries and relative locations major climatic regions. | | | | | ★ |
| | 45. | define cultural regions as regions whose determining features are related to people or the interactions of people with environment. | | | | | ★ |
| | 46. | identify regions defined by the dominant religions of populations occupying them, or associated with the origins and development of major religions. | | | | | ★ |
| | 47. | identify regions defined by the ethnic compositions of populations occupying them, or as the "homelands" of particular ethnic groups. | | | | | ★ |
| | 48. | locate political regions on a globe or map. | | | | | ★ |
| | 49. | categorize economies as extractive or primary (fishing, farming, mining, lumbering). | | | | | ★ |

50. categorize economies as secondary (manufacturing, processing).
51. discuss ways that a region's ability to expand export-import capabilities affects its growth potential.

| K-1 | 2-3 | 4 | 5 | 6 |
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## GOVERNMENT/CIVICS

The student will be able to:

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| rules | 1. | discuss the word rule. | ★ | | | | |
| | 2. | discuss the rules of the school and the school bus rules. | ★ | | | | |
| | 3. | repeat the traffic safety rules. | ★ | | | | |
| | 4. | explain why rules are needed when groups of people live or work together. | ★ | | | | |
| | 5. | cite examples of teachers and parents making rules, enforcing rules, and interpreting rules. | ★ | | | | |
| | 6. | explain the importance of obeying rules. | ★ | | | | |
| | 7. | demonstrate his/her knowledge of school rules by putting them into practice. | ★ | | | | |
| responsibility | 8. | discuss the words polite and courteous. | ★ | | | | |
| | 9. | list ways of being polite and courteous. | ★ | | | | |
| | 10. | discuss the importance of being polite and courteous as an essential part of human relations. | ★ | | | | |
| | 11. | demonstrate getting along well with classmates, teachers, and school personnel. | ★ | | | | |
| | 12. | discuss the word responsibility. | ★ | | | | |
| | 13. | tell how children can help in the home and share responsibilities. | ★ | | | | |
| | 14. | discuss the consequences of not being a responsible person. | ★ | | | | |
| | 15. | demonstrate responsibility by keeping area of his/her desk neat. | ★ | | | | |
| | 16. | demonstrate responsibility by taking care of belongings and not disturbing other students' belongings. | ★ | | | | |
| | 17. | practice taking care of school equipment and materials. | ★ | | | | |
| | 18. | demonstrate the ability to take turns talking, listening, sharing and helping. | ★ | | | | |
| | 19. | demonstrate trust by his/her behavior when not being supervised by an adult. | ★ | | | | |
| | 20. | demonstrate responsibility by carrying through a task given to him/her. | ★ | | | | |
| calendar | 21. | define the word calendar. | ★ | | | | |
| | 22. | name the days of the week. | ★ | | | | |
| | 23. | name the months of the year. | ★ | | | | |
| | 24. | tell the day and month of his/her birthday. | ★ | | | | |
| | 25. | discuss holidays and the months they are in. | ★ | | | | |
| | 26. | explain the significance of celebrating the special days of the calendar year. | ★ | | | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 27. | name the seasons of the year. | ★ | | | | |
| | 28. | relate certain months with seasons of the year. | ★ | | | | |
| | | | | ★ | | | |
| laws | 1. | discuss (recall) reasons why laws and rules are needed in a community. | | ★ | | | |
| | 2. | explain the importance of accepting rules of the community. | | ★ | | | |
| | 3. | recognize that every community has laws. | | ★ | | | |
| | 4. | demonstrate self-awareness by stating how he/she depends on rules. | | ★ | | | |
| | 5. | define the word law. | | ★ | | | |
| | 6. | list examples of laws he/she must follow in the community. | | ★ | | | |
| | 7. | identify the police as those members of the community whom we depend upon to enforce laws. | | ★ | | | |
| | 8. | identify other members of the community who help enforce laws. | | ★ | | | |
| government | 9. | discuss the word government. | | ★ | | | |
| | 10. | discuss why communities need some kind of government. | | ★ | | | |
| | 11. | explain that communities have laws. | | ★ | | | |
| | 12. | explain that communities elect officials. | | ★ | | | |
| | 13. | recognize that officials in America are elected. | | ★ | | | |
| | 14. | recognize that the President of the United States is elected by the people. | | ★ | | | |
| | 15. | explain the importance of obedience to law and government in a free society. | | ★ | | | |
| | 16. | name the mayor, the governor, and the President (Vice-President). | | ★ | | | |
| | 17. | identify some of the institutions of his/her community and their services. | | ★ | | | |
| | 18. | recognize in America there are those who make the laws-the Congress; those who enforce the laws-the President; and those who interpret or punish-the Supreme Court. | | ★ | | | |
| | 19. | explain what taxes are. | | ★ | | | |
| | 20. | tell why people pay taxes. | | ★ | | | |
| | 21. | list community helpers whose services are paid for with taxes. | | ★ | | | |
| | 22. | recognize the role of government and the need for tastation. | | ★ | | | |
| | 23. | name his/her local government. | | ★ | | | |
| | 24. | name his/her state. | | ★ | | | |
| | 25. | identify Washington D.C. as the capital of our country, the place where the President lives and works, and where our nation's laws are made. | | ★ | | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 26. | recognize that some decisions in the group life of the classroom are made by voting. Practice voting in some classroom situations. | | ★ ★ | | | |
| rules and laws, law-making | 1. | list examples of laws which he/she must obey and their purposes. | | | ★ | | |
| | 2. | explain why a group of people need laws. | | | ★ | | |
| | 3. | explain reasons there are penalties for breaking a law. | | | ★ | | |
| | 4. | compare school rules and rules at home with laws. | | | ★ | | |
| | 5. | practice formulating laws for the classroom. | | | ★ | | |
| | 6. | discuss how local laws insure safety and justice in his/her community. | | | ★ | | |
| decision-making | 7. | list decisions that individuals make daily. | | | ★ | | |
| | 8. | explain the difference between individual decisions and group decisions. | | | ★ | | |
| | 9. | give examples of how group decisions affect our lives. | | | ★ | | |
| | 10. | demonstrate an understanding of the voting process by participating in class decisions. | | | ★ ★ | | |
| resolving conflicts | 11. | identify ways in which a problem might be resolved. | | | ★ | | |
| | 12. | list examples to illustrate how conflicts can be resolved in a society. | | | ★ | | |
| | 13. | discuss the term compromise as being a way of settling conflicts. | | | ★ | | |
| | 14. | recognize that to settle disputes peacefully both sides must often make some concessions. | | | ★ | | |
| representation | 15. | demonstrate an understanding of the importance of representation in a democracy. | | | ★ ★ | | |
| | 16. | recognize that in the United States the people manage their government through their elected officials. | | | ★ | | |
| | 17. | recognize that there are free societies and nonfree societies. | | | ★ | | |
| | 18. | identify the two major national parties. | | | ★ | | |
| responsibilities | 19. | create a list of rights and responsibilities of a citizen of the United States. | | | ★ | | |
| | 20. | discuss some of the requirements and procedures for voting in the United States and Ohio. | | | ★ | | |
| evolution of government | 21. | define the word government. | | | ★ | | |
| | 22. | explain the duties of a government. | | | ★ | | |
| | 23. | define the word democracy (very basic). | | | ★ | | |
| national government | 24. | identify some of the characteristics of a democracy. | | | ★ | | |

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| rules and laws, law-making | 1. | demonstrate an understanding about how local and state laws are made. | | | | ★ | |
| | 2. | identify ways that a person can deal with rules or laws he/she thinks are wrong. | | | | ★ | |
| | 3. | define the word bill as used in the Congress. | | | | ★ | |
| | 4. | discuss (in a simplified form) the steps a bill must follow to become a law in our federal government. | | | | ★ | |
| | 5. | develop a flow chart (showing in a simplified form) how a bill becomes a law. | | | | ★ | |
| | 6. | describe what happens if a federal law is broken. | | | | ★ | |
| | 7. | recognize that the Constitution is the written organization of government. | | | | ★ | |
| | 8. | explain what an amendment is. | | | | ★ | |
| | 9. | discuss why amendments are made to the United States Constitution. | | | | ★ | |
| | 10. | recognize that the Bill of Rights is the first ten amendments. | | | | ★ | |
| | 11. | recognize that freedom, loyalty, the dignity of every person, responsibility go hand in hand (Declaration of Independence). | | | | ★ | |
| government: branches and levels | 12. | recognize the different levels of government (local, state, national). | | | | ★ | |
| | 13. | explain the "check and balance" system of the United States government. | | | | ★ | |
| | 14. | describe the basic fundamentals of the federal system of government. | | | | ★ | |
| | 15. | list services the federal government provides for its citizens. | | | | ★ | |
| | 16. | identify some needs for which a state would be willing to participate in a federal system. | | | | ★ | |
| authority and power | 17. | explain the purpose of a constitution. | | | | ★ | |
| | 18. | explain the purpose of the court system. | | | | ★ | |
| | 19. | define the term unconstitutional. | | | | ★ | |
| | 20. | recognize some powers given to the federal government under the Constitution. | | | | ★ | |
| | 21. | recognize some powers the states are given under the United States Constitution. | | | | ★ | |
| | 22. | recognize some powers of the individual under the Constitution. | | | | ★ | |
| resolving conflicts | 23. | describe some conflicts surrounding the rights of individuals because of race, ethnicity, culture, or sex. | | | | ★ | |
| | 24. | describe instances when nations have gone to war to settle differences. | | | | ★ | |
| | 25. | describe a situation where mediation was used to resolve a conflict among nations. | | | | ★ | |
| | 26. | identify the major objectives of the United Nations. | | | | ★ | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 27. | discuss reasons why minority rights are sometimes in conflict with the majority. | | | | ★ | |
| | 28. | identify legal means of dissent and protest against violation of rights. | | | | ★ | |
| | 29. | list examples of differing interests that exist within a common governing process. | | | | ★ | |
| | 30. | recognize that people often oppose change. | | | | ★ | |
| | 31. | explain how the United States has settled some of its conflicts in the past. | | | | ★ | |
| | 32. | identify conflicts in values or in methods of achieving these values. | | | | ★ | |
| | 33. | explain how a group or an individual who disagrees with the government can try to form a new majority. | | | | ★ | |
| | 34. | analyze why some actions by groups, even the majorities in governments, are not necessarily the best for every group or individual. | | | | ★ | |
| representation | 35. | describe the role of political parties in furthering majority government. | | | | ★ | |
| | 36. | describe the relation of interest groups to elections. | | | | ★ | |
| | 37. | identify practical ways in which individuals and groups can become a majority or influence to a majority of congressional votes. | | | | ★ | |
| | 38. | analyze the importance of special interest groups in a democracy. | | | | ★ | |
| responsibilities | 39. | identify basic voting requirements as citizens. | | | | ★ | |
| | 40. | recall the rights and freedoms guaranteed in the Bill of Rights. | | | | ★ | |
| | 41. | describe the purpose of a jury trial. | | | | ★ | |
| | 42. | explain the rights and responsibilities of an independent nation. | | | | ★ | |
| democracy | 43. | identify the principles of democracy | | | | ★ | |
| | 44. | list ways government affects his/her life. | | | | ★ | |
| | | ********** | | | | | |
| national governments | 1. | name some democracies (Canada, France, Great Britain). | | | | | ★ |
| | 2. | define the word monarchy. | | | | | ★ |
| | 3. | identify some of the characteristics of a monarchy. | | | | | ★ |
| | 4. | name some monarchies. | | | | | ★ |
| | 5. | define the word oligarchy (government by few). | | | | | ★ |
| | 6. | identify some of the characteristics of an oligarchy. | | | | | ★ |
| | 7. | compare the similarities and differences of a democracy, monarchy, and an oligarchy. | | | | | ★ |
| | 8. | compare and contrast various forms of national government with that of the United States. | | | | | ★ |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| govereign | 9. | discuss the nature of the city-state. | | | | | ★ |
| state | 10. | identify the rights and responsibilities of citizenship. | | | | | ★ |
| democracy | 11. | define a democracy, representative democracy, and direct democracy. | | | | | ★ |
| | 12. | discuss examples of democracies in the ancient world. | | | | | ★ |
| political systems | 13. | describe the characteristics of a presidential government, a parliamentary government and a totalitarian government. | | | | | ★ |
| laws | 14. | discuss the concept of written laws (origin of). | | | | | ★ |
| | 15. | describe the reasons for the growth and the decline of an empire. | | | | | ★ |
| government | 16. | discuss the need for a strong central government. | | | | | ★ |
| | 17. | recognize that disorder results from the lack of a strong central government. | | | | | ★ |
| | 18. | define a republic. | | | | | ★ |
| | 19. | list the characteristics of a republic. | | | | | ★ |
| | 20. | compare the similarities and differences of a democracy and republic. | | | | | ★ |
| government/ economics | 21. | explain the rights and responsiblilites of lords, vassals, and serfs under the feudal system. | | | | | ★ |
| monarch | 22. | explain ways the early European monarchs gained strength and power. | | | | | ★ |
| nationalism | 23. | discuss the characteristics of nationalism. | | | | | ★ |
| rights | 24. | examine the growth of personal liberties/freedoms. | | | | | ★ |
| government | 25. | describe the development of representative government. | | | | | ★ |
| ideology | 26. | define and discuss the concept of communism. | | | | | ★ |
| | 27. | list the differences between Democracy and Communism. | | | | | ★ |
| | 28. | name countries that are Communistic. | | | | | ★ |
| | 29. | discuss the concept of Socialism. | | | | | ★ |
| | 30. | name some countries that follow the concept of Socialism. | | | | | ★ |
| monarchy | 31. | describe a parlimentary monarchy. | | | | | ★ |
| conflict resolution | 32. | interpret the concept of a buffer state (nation). | | | | | ★ |
| | 33. | discuss some ways colonies (world) can achieve independence (ex., statutes, treaties, revolution). | | | | | ★ |
| conflict/conflict resolution | 34. | discuss revolution as a means to resolve a conflict. | | | | | ★ |
| | 35. | identify problems of newly independent countries. | | | | | ★ |
| nationalism | 36. | interpret how a ruler becomes symbol of national unity. | | | | | ★ |
| political systems | 37. | classify countries according to their political systems. | | | | | ★ |
| sovereignity | 38. | discuss the theory of nation-states. | | | | | ★ |
| conflict/conflict resolutions | 39. | discuss ways in which political systems resolve conflict. | | | | | ★ |
| | 40. | discuss ways in which governments have settled domestic political conflicts. | | | | | ★ |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
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| | 41. | demonstrate how diplomacy operates between countries. | | | | | ★ |
| | 42. | explain the purpose of treaties. | | | | | ★ |
| | 43. | describe the types of war (Revolution and Civil) countries have used to resolve internal conflicts. | | | | | ★ |
| | 44. | describe the types of war (World War I and World War II) countries have used to resolve external conflicts. | | | | | ★ |
| | 45. | explain the structure and purpose of the United Nations. | | | | | ★ |
| authority | 46. | distinguish between authorized and unauthorized uses of power. | | | | | ★ |
| power | 47. | describe some ways in which authority is misused. | | | | | ★ |
| | 48. | recognize positive and negative influences of authority and power. | | | | | ★ |
| decision-making | 49. | list ways of participation which can influence community decision makers. | | | | | ★ |
| | 50. | describe at his/her own level of experience how and why different groups with different values may need each other. | | | | | ★ |
| | 51. | assess the consequences of alternatives based on stated values or goals. | | | | | ★ |
| | 52. | explain alternatives or choices to be examined in making decisions from a given problem. | | | | | ★ |
| | 53. | explain the role of conflict and scarcity in the decision-making process. | | | | | ★ |
| | 54. | list methods used to influence decision making, both positive and negative. | | | | | ★ |
| | 55. | infer goals or values involved in a decision. | | | | | ★ |
| | 56. | design a decision-making chart to be used in the decision-making process (occasion for decision, alternatives, consequences, goals). | | | | | ★ |

## K-6 ECONOMICS

Economic concepts and learner outcomes are allocated to grade levels in relation to the degree of student maturity, to sequential development of ideas, and to usual social studies content of the respective grade levels.

K-3 content relates to family and community

Grade 4 content relates to the nation, America

Grade 5 is tied to U.S. history

Grade 6 is related to world history and culture

Words and terms in parentheses, usually underscored, are directed to the teacher as economic vocabulary or explanation. Other examples and explanation (i.e., e.g.) are for the aid of the student.

ECONOMICS

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | | The student will be able to: | | | | | |
| | 1. | give examples of basic needs (food, clothing, shelter). | ★ | | | | |
| | 2. | recognize, by comparing students' lists of wants, that everyone has unlimited wants to satisfy. | ★ | | | | |
| scarcity | 3. | define goods, e.g., paper, pencils, food, and services, e.g., doctor, community helpers. | ★ | | | | |
| goods/services | 4. | explain that due to (limited resources) scarcity of certain resources, e.g., oil, coal, money, etc., and of goods and services, people need to make choices about which wants to satisfy. | ★ | | | | |
| | 5. | give examples to demonstrate the concept of ownership/property, e.g., car, house, TV, factory, etc. | ★ | | | | |
| work | 6. | explain why individuals work to meet their needs and wants. | ★ | | | | |
| money | 7. | explain that money is used to buy things, is payment for work done (income), is used for buying and selling goods and services (market-place), and that it is a way of saving. (Money: medium of exchange, currency) | ★ | | | | |
| interdepen-dence | 8. | demonstrate awareness of the concept of interdependence (helpers) in the family and community. (Consumers, producers) | ★ | | | | |
| | | | | ★ | | | |
| consumerism | 1. | recognize that s/he is a consumer of goods and services in order to satisfy wants. | | ★ | | | |
| | 2. | recognize, by listing examples from one's experiences, that in making a choice (decision), some other choice (alternative) must be given up (opportunity cost). | | ★ | | | |
| | 3. | explain demand for products and services to include an individual's preference and taste, income, willingness to spend money and time, etc. | | ★ | | | |
| market | 4. | explain that business firms (private business vs. government) produce (supply) most of the goods and services that many other people are willing and able to buy (consume). | | ★ | | | |
| factors of production | 5. | recognize that in order to produce, people use scarce (limited) land or natural resources; labor (human activity); and machinery, factories, etc. (capital) (i.e., the factors of production). | | ★ | | | |
| | 6. | recognize costs of production (opportunity cost). (By using given resources to produce an item, the producer must give up making other products from those same resources.) | | ★ | | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
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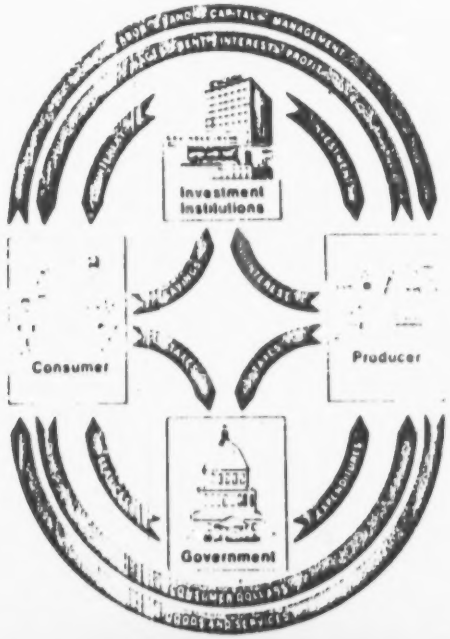
| specialization | 7. | list examples to show that members of the family and community helpers do special jobs to divide up the work. (Specialization, division of labor) | | * | | | |
| | 8. | recognize the importance of acquiring a skill and using tools or machinery to be more efficient, i.e., get more work done. (Skilled labor, technology, productivity) | | * | | | |
| | 9. | explain how people in the community do special work and depend on each other. (Specialization, interdependence) | | * | | | |
| | 10. | describe the relationships between producer, seller, and buyer. (Between producer, middleman, and consumer.) | | * | | | |
| | 11. | list examples of several forms of money, e.g., credit cards, checks, etc. | | * | | | |
| | 12. | discuss how payment for work (labor income) is a major source of family income, and differs among workers and families. | | * | | | |
| money | 13. | list ways in which the money that families spend is used by different people for many purposes. (Savings, business investment, rent, profit, taxes, purchase of resources, payment of bills, etc.) | | * | | | |
| | 14. | discuss ways to finance major purchases, using the concept of interest on borrowed money. (Car, furniture, house, etc.) | | * | | | |
| government | 15. | explain that the government taxes to provide services. | | * | | | |
| | 16. | explain ways in which people are dependent on limited natural resources and ways to protect natural resources from waste and pollution. (Water, air, minerals, fuels, recycling, etc.) | | * | | | |
| | 17. | describe the economics of modern farming. (Costs: machinery, chemicals, losses; cash crop: income; surplus for sale; storage for better price, market.) | | * | | | |
| | 18. | explain the importance of transportation in relation to community needs. (Labor to work from home, resources, interdependence, trade, etc.) | | * | | | |
| market economy | 19. | discuss the roles/importance of business firms, skilled labor, technology, and advertising in the production of goods and services. | | * | | | |
| economic problems | 20. | discuss the causes and problems of unemployment. (Seasonal factors; from recession/depression: cyclical factors; from lack of economic balance: when auto industry is down, many related producers are hurt; not enough variety to meet seasonal and cyclical needs/demands.) | | * | | | |
| | | ********** | | | | | |
| | 1. | give examples to show that some wants are individual e.g., clothing, autos, sporting goods, while others are collective, e.g., libraries, highways, parks. | | | * | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| scarcity | 2. | explain with examples that when existing wants are satisfied, others take their place. | | | ★ | | |
| | 3. | restate examples of basic needs, e.g., food, clothing, shelter. (wants) | | | ★ | | |
| | 4. | explain that people should satisfy their basic needs before luxuries. | | | ★ | | |
| | 5. | demonstrate knowledge of scarcity, e.g., by collecting pictures to illustrate a scarcity situation (unlimited wants vs. limited resources). | | | ★ | | |
| opportunity costs | 6. | explain the opportunity cost (real cost) involved in several recent decisions s/he has made. (Of two or more items which could have been bought, which were given up (foregone) in order to obtain the first choice? That which is given up is the opportunity cost). | | | ★ | | |
| | 7. | state the three basic questions which every society must answer due to scarcity i.e., What to produce? How to produce? For whom to produce? | | | ★ | | |
| production | 8. | recall the labor and management, natural resources, and capital, e.g., machinery, buildings, etc., are necessary for production (factors of production). | | | ★ | | |
| capital | 9. | give examples to show how capital goods/technology increase productivity, e.g., machines, tools, computers, robots to increase output per worker. | | | ★ | | |
| circular flow | 10. | demonstrate the concept of circular flow by using a diagram. (See diagram below.) | | | ★ | | |



| | | K-1 | 2-3 | 4 | 5 | 6 |
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| | 11. recognize that producing goods and services provides income. (Income for business, for wages, for taxes, etc.) | | | ★ | | |
| profit | 12. recognize that individuals become businesspersons to make profit, i.e., sales/income are more than expenses. | | | ★ | | |
| | 13. give examples of community goods produced by government, e.g., stamps, roads, water supply, libraries. | | | ★ | | |
| demand | 14. define the term demand. (Desire for product or service and ability to pay for it.) | | | ★ | | |
| | 15. explain that, through their demand, consumers determine what will be produced in our economy. (Mixed market economy: choices are made by individuals, business, and government. Producers will provide what people will buy, without much interference by government.) | | | ★ | | |
| | 16. state the universal law of demand. (As the price goes down, the quantity demanded goes up, and as the price goes up, the quantity demanded goes down.) | | | ★ | | |
| | 1. list causes and effects of the historic change in U.S. from an agricultural to an industrial economy. (Immigration, urbanization; steam, electricity; mass production, etc.) | | | | ★ | |
| private property | 2. recall the concept of private property as being important in the American economy. (Individual ownership of consumer goods: car, house, TV = market/demand; capital goods: factories, business, etc. = production; and natural resources, like coal, oil, etc.) | | | | ★ | |
| economic systems | 3. compare ownership of property under different economic systems. (Command/communist: no private property - all held in common/government; socialist: government owns major industries/transportation, individuals own consumer goods and small businesses; market system: most property is privately owned. | | | | ★ | |
| | 4. discuss contributions of technology and invention to growth and expansion of the nation. (Mechanization, mass production, industrialization; power/energy, transportation, etc.) | | | | ★ | |
| | 5. explain why population growth or decline, and changes in the types of people, can bring changes to the town/community. (Overpopulation vs. available services, crowding, slums, innercity, suburbs, etc.) | | | | ★ | |

| | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| mixed market economy | 6. recognize that in a mixed market economy individuals, business, and government all participate in making economic choices, e.g., what to produce, how to produce, and for whom to produce. (Market economy: individual and business interact, make choices; mixed market economy: government also is involved in business, regulation, etc.) | | | | ★ | |
| | 7. compare choice-making under different economic systems. (Market economy: individuals and business (plus govt.) make choices; command: government/political party make choices; socialist: government and individuals divide areas of choice-making.) | | | | ★ | |
| | 8. recognize that business corporations sell stock, or shares of ownership, to gain capital. | | | | ★ | |
| | 9. recognize that stockholders, owning a share of the corporation, receive a share of the profit as dividends. | | | | ★ | |
| | 10. recognize causes for the rapid growth in two areas of our economy. (Services: professional help, repairs, recreations, etc.; and the public sector, i.e., government: welfare, min. wage, etc.) | | | | ★ | |
| | 11. explain why labor became organized into unions. (To improve incomes, working conditions, security for the future, etc.) | | | | ★ | |
| | 12. explain why labor unions and management must work together. (Collective bargaining) | | | | ★ | |
| | 13. discuss the fact that demand encourages a system of organization and surplus, which are bases for civilization and serve as a motive for trade and (geographic) exploration. (Organization to produce, distribute, sell; surplus of production to sell.) | | | | ★ | |
| | 14. define shortage as a situation in which the quantity demanded exceeds the quantity supplied. | | | | ★ | |
| | 15. define surplus as a situation in which the quantity supplied exceeds the quantity demanded. | | | | ★ | |
| | 16. explain price ceilings, i.e., maximum price allowed, and price floors, i.e., minimum allowable price, as government-set price limits. (These are artificial limits on producers/sellers which may be below the market price (ceiling) or above the market price (floor).) | | | | ★ | |
| | 17. recognize the effects of the establishing of price controls by government on the market system (Explain the effects of price ceilings and price floors: with price ceilings, suppliers are unwilling to provide their services; with price floors, consumers are unwilling to pay high prices allocated to the suppliers.) | | | | ★ | |

| | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| | 18. discuss how competition (in a market economy) creates a wide range of choices for the consumer. (Many suppliers, variety of items and quality and price; innovation/invention, etc.) | | | | ★ | |
| | 19. explain the concept of monopoly as control of the market and pricing by one or by a very few suppliers. (Public utilities, auto industry, etc.) | | | | ★ | |
| stability/ growth | 20. list characteristics, goals, and factors of economic growth. (Characteristics: rise in employment, rise in dollar value of goods and services: GNP, improved standard of living; goals: freedom, efficiency, equity of income/wealth, stability, security, growth; factors: tax structure, productivity, investment, capital goods/technology, etc.) | | | | ★ | |
| | 21. list characteristics of economic conditions of the business cycle, i.e., characteristics of prosperity, recession/deflation, depression, and recovery. (Prosperity: high output, high employment, much spending; recession: output falls, unemployment increases, spending decreases; depression: high unemployment, very low output, severly decreased spending; recovery: spending increases, business expands, wages increase.) | | | | ★ | |
| | 22. list several causes and effects of sever unemployment and inflation, e.g., high interest rates: housing and autos suffer; unemployment: federal spending rises, less taxes collected for government; possible social and political upheaval - planning and values are questioned. | | | | ★ | |
| | 23. explain that banks use part of people's savings to make loans to other people, paying part of the loan interest back to the savings account, and keeping part as bank earnings and profit. | | | | ★ | |
| | 24. recognize that the amount of money available to banks for lending influences the amount of spending by consumers and business. | | | | ★ | |
| | 25. recognize differences between monetary and fiscal policies. (Monetary: amount of money in circulation and availability of credit in the economy; fiscal: government taxing, spending, and borrowing to regulate the economy.) | | | | ★ | |
| | 26. discuss the role and functions of the Federal Reserve System, which serves as the central bank of the U.S. (It supervises banks; is involved in monetary policy, such as increasing and decreasing supply of money, regulating interest rates, etc.) | | | | ★ | |
| | 27. determine from a table of expenses and sales if there is an (accounting) profit, i.e., sales exceed expenses, or an (accounting) loss, i.e., expenses exceed sales. | | | | ★ | |

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|---|---|---|---|---|---|---|
| | 1. recall the universal law of demand. (As the price goes down, the quantity demanded goes up, and as the price goes up the quantity demanded goes down.) | | | | | ★ |
| | 2. recognize/decode and construct a demand schedule (chart) by canvassing fellow students. (Vertical axis: price per unit; horizontal axis: quantity demanded) | | | | | ★ |
| | 3. recognize/decode and construct a bar graph from data entered by class on a demand schedule to illustrate the law of demand. | | | | | ★ |
| supply | 4. connect dots from the bar graph (No. 3) to form a demand curve to demonstrate understanding of the law of demand. | | | | | ★ |
| demand | 5. recognize/decode and construct a supply schedule (chart) by determining the costs (vertical axis) of production per unit of quantity (horizontal axis). | | | | | ★ |
| | 6. recognize/decode and construct a bar graph using data entered by the class on a supply schedule. | | | | | ★ |
| | 7. connect dots from graphing of a supply schedule (No. 6) to form a supply curve, showing that more items will be supplied at a higher price than at lower prices. | | | | | ★ |
| | 8. recognize market price/equilibrium price as the meeting point of the demand and supply curves. | | | | | ★ |
| | 9. define market price/equilibrium price. (That price at which the quantity offered by the producer is equal to the quantity demanded by the consumer. | | | | | ★ |
| | 10. discuss specialization as a sign of civilization and economic efficiency. | | | | | ★ |
| | 11. give examples to show that every economic system, e.g., command, socialist, market, develops ways and means (institutions) to carry out the economic activities of the community. (money, property, trade, etc.) | | | | | ★ |
| economic systems | 12. identify with examples three types of economic systems. (Market: U.S., Japan; tradition/socialist: ancient Egypt, Sweden; command: USSR, China.) | | | | | ★ |
| | 13. using economic terms, discuss (World) industrial, scientific, and technological revolutions. (Terms such as, capital formation, inventions, energy/power, specialization, interdependence, productivity, factors of production, allocation of resources, etc.) | | | | | ★ |

| | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| | 14. discuss the theory of Adam Smith, and compare with present times and modern economies relative to the market system. (Interaction/competition among large numbers of individuals and businesses in the marketplace to allocate scarce resouces and produce for demand, without (much) central (government) authority or planning. (Conglomerates; increased role of government, federal funding, etc.) | | | | | ★ |
| | 15. discuss characteristics and give examples of modern capitalism and industrialization. (Profit motive, private property, competition, economic freedom; in Brazil, West Germany, Japan, USA, etc.) | | | | | ★ |
| | 16. trace historic changes in agricultural technology as an influence on world economies. (Chemicals, large scale, crop rotation, irrigation, etc.) | | | | | ★ |
| | 17. illustrate with examples the effects of industrialism on the growth of service industries. (Health care, transportation, recreation, repairs, etc. for increasing urban populations with much leisure time.) | | | | | ★ |
| | 18. give examples of national economies which have encountered severe problems in currency (debasement)/devaluation and/or inflation. (World War I in Germany, World War II Germany, Japan, present examples in Latin America, etc.) | | | | | ★ |
| | 19. give reasons and examples for different types of government policy toward business and industry, using as bases for the study the concepts of regulation, monopoly, and protection, i.e., tariffs, patents, etc. (USA, USSR, Japan, Sweden) | | | | | ★ |
| | 20. give reasons with examples for different types of government policy toward business and industry, using as basis for the study the concept of subsidy, e.g., government funds to support help. (US loans to Chrysler; US historic grants to railroad companies; current aids to agriculture and to educational "title" programs) | | | | | ★ |
| | 21. trace the rise of the labor movement and labor unions. | | | | | ★ |
| | 22. give examples to show demand as a motive for trade and exploration. | | | | | ★ |
| international economics | 23. give reasons for the rapid economic growth of the West. (Transportation, mineral resources, power/energy, etc.) | | | | | ★ |
| | 24. give reasons for the economic problems and development of the underdeveloped nations and Third World nations. (Population: health, poverty, low productivity; lack of capital formation and technology; lack of political and social traditions.) (First World: industrialized, market economy; Second World: communist, planned economy; Third World: poor countries with some economic progress; Fourth World: poor countries with little or no economic progress.) | | | | | ★ |

25. give examples and reasons to show the growing international interest in foreign investment by private business and by government. (Political allies, economic balance, security, tax and currency advantages, cheap labor, etc.)

26. give reasons for the historic rise of global trade. (Imperialism: conquest and expansion for population, resources, market, etc.; colonialism: colonies for labor, armies, resources, etc.; mercantilism: colonies exist for the benefit of the mother country, economic independence.)

| K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|
| | | | | ★ |
| | | | | ★ |
| | | | | ★ |
| | | | | ★ |
| | | | | ★ |
| | | | | ★ |



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## SOCIAL
## (ANTHROPOLOGY/SOCIOLOGY/PSYCHOLOGY)

The student will be able to:

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| attitudes/ values | 1. | name situations that makes him/her feel happy. | ★ | | | | |
| | 2. | exhibit respect for others by making positive comments about others. | ★ | | | | |
| | 3. | give examples of why tolerance is necessary for social living. | ★ | | | | |
| self-concept | 4. | recognize ways one can demonstrate a high regard and respect for one's self. | ★ | | | | |
| attitudes/ values | 1. | explain why cooperation is essential for social living. | | ★ | | | |
| | 2. | give reasons for the need for tolerance of difference. | | ★ | | | |
| | 3. | identify ways cultural pluralism can enrich human experience. | | ★ | | | |
| | 4. | demonstrate tolerance of uncertainty by evaluating alternative solutions to an unresolved problem. | | ★ | | | |
| | 5. | examine the adequacy of pre judging of others (stereotyping). | | ★ | | | |
| | 6. | demonstrate respect for others by identifying the needs of select groups (i.e., elderly, handicapped, poor). | | ★ | | | |
| | 7. | examine ways of coping with fear and frustration. | | ★ | | | |
| social behavior | 8. | give examples of how people seek security and happiness. | | ★ | | | |
| | 9. | cite examples of how reward and punishment influence social behavior. | | ★ | | | |
| | 10. | discuss methods individuals use to adjust to worries (frustration). | | ★ | | | |
| | 11. | cite examples of famous people from history and how their lives have influenced the behavior of others. | | ★ | | | |
| | 12. | identify ways to change undesirable behavior. | | ★ | | | |
| interdependence | 13. | list ways children are dependent on adults and adults dependent on children. | | ★ | | | |
| | 14. | give examples of how individuals are interdependent in the community. | | ★ | | | |
| | 15. | give examples of situations involving collective behavior (i.e., spectator sports, social unrest, etc.). | | ★ | | | |
| self-concept | 16. | identify mans basic psychological needs (security, love, respect, etc.). | | ★ | | | |
| | 17. | describe ways people are simultaneously alike and different (appearance, needs). | | ★ | | | |
| | 18. | recognize the importance of their positive attributes (self-esteem). | | ★ | | | |
| | 19. | recognize a sense of accomplishment by taking pride in accomplishments. | | ★ | | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| culture institutions | 20. | give reasons why the family is the basic means of transmitting culture. | | * | | | |
| | 21. | distinguish between a nuclear family (immediate) and an extended family. | | * | | | |
| | 22. | explain the major role traditionally given to the family (raising children). | | * | | | |
| | 23. | list secondary functions of the family (food, clothing, shelter). | | * | | | |
| society/ socialization | 24. | explain the term "norms" (expected behavior). | | * | | | |
| | 25. | give examples of norms in the classroom. | | * | | | |
| | 26. | explain the term "social role" (social expectation). | | * | | | |
| | 27. | identify roles expected of people in specific social positions (judges, teachers, etc.). | | * | | | |
| | 28. | make a chart of groups to which students belong. | | * | | | |
| ********** | | | | | | | |
| attitudes/ values | 1. | cite a given career goal and list the learning that must occur to accomplish the goal. | | | * | | |
| | 2. | evaluate ways of settling disagreements. | | | * | | |
| social behavior | 3. | role play conflict situations and offer alternative solutions. | | | * | | |
| | 4. | explain that differences in behavior are largely socially learned (i.e., customs). | | | * | | |
| | 5. | describe how social needs influences individual behavior (i.e., law and order). | | | * | | |
| | 6. | cite examples of customs and how they affect individual behavior. | | | * | | |
| interdependence | 7. | identify ways people depend on their natural environment. | | | * | | |
| | 8. | list reasons why individuals belong to groups. | | | * | | |
| | 9. | explain how personality traits are formed by interrelationships and association. | | | * | | |
| self-concept | 10. | explain how culture shapes an individuals self-concept. | | | * | | |
| | 11. | compare their habits and customs with other cultures. | | | * | | |
| | 12. | state how approval from social groups develops self-confidence. | | | * | | |
| | 13. | explain different ways people satisfy their psychological needs (security, respect, love, etc.). | | | * | | |
| | 14. | set realistic personal goals. | | | * | | |
| | 15. | use the inquiry (discovery) method to arrive at an awareness of sources of human motivation. | | | * | | |
| culture | 16. | identify the four major components of culture (technology, language, institutions and beliefs). | | | * | | |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 17. | compare cultural similiarity and differences between our culture and a given culture. | | | ★ | | |
| | 18. | list means by which differences are resolved within a culture. | | | ★ | | |
| | 19. | cite examples of advantages or disadvantages of geographical location on culture. | | | ★ | | |
| | 20. | explain how all human beings, of any race are capable of participating in and contributing to any culture. | | | ★ | | |
| | 21. | explain how culture distinguishes human beings from other life forms. | | | ★ | | |
| institutions | 22. | identify the five major institutions in society (family, government, economic, education, religious institutions). | | | ★ | | |
| | 23. | discuss how institutions meet social needs (major function of institutions). | | | ★ | | |
| | 24. | trace several role changes that have recently changed the family institution in our society. | | | ★ | | |
| communication | 25. | describe other cultural sources of communication (music, art, dance). | | | ★ | | |
| beliefs | 26. | explain how beliefs about behavior originate in culture. | | | ★ | | |
| | 27. | explain how culture has an influence on beliefs about right and wrong. | | | ★ | | |
| | 28. | identify religious beliefs (Judeo-Christian) that have an influence on personal behavior in our society. | | | ★ | | |
| society/ socialization | 29. | define the term "society". | | | ★ | | |
| | 30. | identify groups on society. | | | ★ | | |
| | 31. | identify sanctions (reward/punishment) groups use to exert social control. | | | ★ | | |
| | 32. | define the term status. | | | ★ | | |
| | 33. | give examples of sources of status in our society. | | | ★ | | |
| | 34. | identify socio/economic classes in our society. | | | ★ | | |
| | | ********** | | | | | |
| attitudes/ values | 1. | demonstrate tolerance by being able to appraise many sides of an issue. | | | | ★ | |
| | 2. | suggest reasons why people have different attitudes toward a given social issue. | | | | ★ | |
| society/ socialization | 3. | explain the meaning of the American ideal of "equal opportunity". | | | | ★ | |
| | | ********** | | | | | |
| social behavior | 1. | explain rational behavior as compared with irrational behavior in our society. | | | | | ★ |
| | | | | | | | ★ |
| | | | | | | | ★ |
| | | | | | | | ★ |

| | | | K-1 | 2-3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | 2. | cite reasons why social contact with peer groups encourages social development. | | | | | ★ |
| | 3. | from a given example infer how expressed beliefs correspond with behavior. | | | | | ★ |
| culture | 4. | list ways in which cultures change. | | | | | ★ |
| | 5. | explain the term culture lag (imbalance). | | | | | ★ |
| | 6. | cite reasons for culture conflict. | | | | | ★ |
| institutions | 7. | compare education in western culture with education in primitive societies. | | | | | ★ |
| | 8. | give examples of the role individuals have in institutions. | | | | | ★ |
| communication | 9. | trace the major origins of the English language. | | | | | ★ |
| | 10. | explain causes for changes in languages. | | | | | ★ |
| | 11. | give examples of non-verbal communication in different cultures. | | | | | ★ |
| beliefs | 12. | describe how beliefs about beauty are determined by culture. | | | | | ★ |
| society/ | 13. | give examples of sources of status in another culture. | | | | | ★ |
| socialization | 14. | explain the meaning of the concept of social mobility. | | | | | ★ |

## OHIO HISTORY

Ohio History should develop an interest in our state and a sense of pride in state and local community. The scope and sequence focuses on the history, government and geography of Ohio. Learning outcomes that could be taught at lower levels than Junior High School are marked with an asterisk.

### GOALS

1. Locate, acquire, organize, evaluate and communicate information.
2. Interpret information from maps and globes and to understand time and spacial relationships.
3. Have an appreciation of and a personal commitment to their rights and responsibilities as a citizen in a democratic society.
4. Develop an understanding of the history and heritage of our state, nation and the world that will enable them to deal with political, economic, and social aspects of their world.
5. Develop an understanding of the concepts of institutions, decision-making and citizenship with emphasis on the Amercian system.
6. Develop an awareness of how to influence decisions in political, economic, and social systems.

I. Geography
   A. Comparison to the United States of America
   B. Boundaries
   C. Glaciers
   D. Natural Regions
   E. Elevation
   F. Rivers
   G. Natural Resources
   H. Climate
   I. Population
   J. Counties
   K. Townships
   L. Cities

II. History
   A. Pre-historic People
   B. Historic Indians
   C. Early Explorers
   D. French and Indian War
   E. Revolutionary War
   F. Settlement
   G. Indian Wars
   H. Northwest Territory
   I. Statehood
   J. War of 1812
   K. Toledo War
   L. Mexican War
   M. Abolitionist Movement
   N. Civil War
   O. Reconstruction
   P. Twentieth Century Development

III. Transportation
   A. Routes
   B. Modes

IV. Agriculture
   A. Subsistence Farming
   B. Improvements and Inventions
   C. Surplus Farming
   D. Subsidized Farming

V. Industry
   A. Development
   B. Mineral Resources
   C. Inventions
   D. Interdependence
   E. City Development and Products
   F. Labor Movement

VI. Cultural Development
- A. Religion
- B. Education
- C. Prominent Ohioans

VII. Government
- A. Ordinances of 1785 and 1787
- B. State Constitution
  1. Comparison to the Constitution of the United States
  2. Executive Branch
  3. Legislative Branch
  4. Judicial Branch
- C. Local Types
- D. Finances
- E. Political Structure
- F. Requirements for Voting
- G. Types of Elections
- H. Respect for the Law
- I. Current Events

# OHIO HISTORY

The student will be able to:

I. Geography

A. Comparison to the United States of America

1. understand Ohio's location in reference to all of the United States of America.
2. draw and recognize the shape of the State.
3. compare the area of Ohio with other States.

B. Boundaries

1. identify the bordering states and natural boundaries.
2. analyze the need and importance for boundaries.

C. Glaciers

1. know the effects of the glacier on Ohio.
2. classify the various caves of Ohio.
3. interpret the meaning of terminal moraine.
4. locate the terminal moraine.

D. Natural Regions

1. identify the three natural regions of Ohio.
2. discuss the importance of each of these regions.
3. construct a map showing these regions.
4. understand the meaning of topography and relief.

E. Elevation

1. compare Ohio's elevation with its neighbors.
2. identify Ohio's highest and lowest points and their effects on the state.

F. Rivers

1. understand why Ohio's rivers developed as they did.
2. define the word divide.
3. locate the major rivers north and south of the divide.
4. analyze the role of rivers on exploration and the development of Ohio.

G. Natural Resources

1. compile a list of the major natural resources of our State.
2. locate the natural resources by general areas.
3. use maps to draw conclusions about the importance of these natural resources to the development of industries and cities.
4. express an understanding of conservation of resources.

H. Climate

1. define the word climate.
2. discuss the characteristics of Ohio's climate.
3. interpret how the climate affects our environment or way of life as to what we wear, eat, and how we live.
4. relate how our climate regulates the farming in our State.
5. know what crops can be raised in what area of our State because of the climate.
6. conclude that climate is an average course or condition of weather over a long period of time at a given place.

I. Population

1. compare Ohio's population with other States.
2. describe how Ohio's population is distributed.

J. Counties

1. appraise the contributions of Ohio's counties.
2. define a county.
3. define a county seat.
4. locate the counties surrounding the county in which you live.
5. identify the number of counties in the State.

K. Township

1. evaluate the Land Ordinance of 1785.
2. discuss the provisions concerning the organization of the townships.
3. locate the township in which you live on a map.
4. locate surrounding townships.
5. explain the role of the township within the development of the Northwest Territory.

L. Cities

1. explain the early development of cities in Ohio
2. analyze the growth of Ohio's cities.
3. discuss the role of cities in our modern society.
4. locate the major cities of the state on a map.

II. History

A. Pre-historic People

1. summarize the life of the primitive people of Ohio.
2. analyze the cultural background of Adena and Hopewell Indians.

B. Historic Indians

1. distinguish the differences between Ohio's major tribes.
2. trace the Indian culture from its origin.
3. locate the major tribes on a map of the State.
4. identify Indian tribes of Northeast Ohio.
5. compare the location of Indian villages with the town and cities of today.
6. discuss the names of various places with Indian origins.

C. Early Explorers

1. trace the routes of the early explorers coming into Ohio.
2. explain why a person would become an explorer.
3. evaluate the outcomes of exploration.

D. French and Indian War

1. interpret the reasons behind the struggle for the Ohio Country (French-English).
2. identify the outcome of the French and Indian War.
3. discuss the terms of the Treaty of Paris 1763.

E. Revolutionary War

1. analyze the conditions in Ohio prior to the war.
2. describe key events of the American Revolution in the old northwest territory.
3. compare (British - American) views of the Revolution.
4. evaluate the terms of the Treaty of Paris 1783.

F. Settlement

1. state the contributions made by the early frontiersmen of Ohio, especially in Stark and our immediate communities.
2. analyze our heritage and its European influence.
3. compare the settlers use of the land with that of the Indians.
4. locate the early settlements in our State on a map.
5. illustrate on a map the early land grant divisions of the land in Ohio.

G. Indian Wars

1. discuss the reasons for the conflict between the Indians and settlers.
2. appraise the outcome of this struggle.
3. analyze the provisions of the Treaty of Greenville 1795.

H. Northwest Territory

1. discuss the development of the Northwest Territory.
2. discuss the influence of the territory on the further development of America.
3. discuss the major provisions of the Land Ordinance of 1785 and the Ordinance of 1787.

I. Statehood

1. summarize the steps taken by the founding fathers in applying for statehood in 1803.
2. identify that a state's constitution must be compatible with the United States Consititution.
3. locate the cities which have served as Ohio's capitals.
4. illustrate the various emblems used by our State.

J. War of 1812

1. state the reasons that led to the war.
2. discuss the importance of the Battle of Lake Erie.
3. evaluate Harrison's campaign.
4. discuss the terms of the Treaty of Ghent 1814.

K. Toledo War

1. evaluate Jackson's involvement in the Michigan, Ohio boundary dispute.
2. state the results of the Toledo War. (Toledo goes to Ohio - Upper Peninsula to Michigan)

L. Mexican War

1. analyze Ohio's involvement in the Mexican War.
2. discuss why some people opposed the war (spread of slavery).

M. Abolitionist Movement

1. describe the impact of the abolitionist movement upon American society.
2. appraise the leadership involved in abolitionist societies.
3. evaluate the importance of this movement.

N. Civil War

1. analyze the causes of the Civil War.
2. discuss Ohio's involvement (miliatry, political, industrial).

O. Reconstruction

1. evaluate Ohio's involvement in Reconstruction.
2. analyze the results of Reconstruction.
3. discuss its effect on Ohio and modern society.

P. Twentieth Century Development

1. recognize the need for improving Ohio's environment.
2. compare modern society and compare it with the past.
3. collect evidence as proof that increased population along with the constant complexity of society creates problems that will be difficult to solve (depression, world wars, etc.).
4. examine Ohio's responsibilities for meeting the recreational needs of its citizens.

III. Transportation

A. Routes

1. trace the development of routes from Indian trails, rivers, canals, and railroads to the modern transportation systems.
2. use a road map to gain skill in finding specific areas.

B. Modes

1. differentiate between the earliest forms of transportation to the most progressive types.
2. recognize that progressive types of transportation accounted for the growth and development of cities.

IV. Agriculture

A. Subsistence Farming

1. recognize that early agriculture produced only enough for the farmer and his family with none to sell.
2. discuss early farming problems and their solutions.

B. Improvements and Inventions

1. describe the change from hand tools to machine tools.
2. describe Ohio's key role in the development of farm machinery.

C. Surplus Farming

1. analyze the needs that are met through surplus farming.
2. evaluate the effects of the improvement of farming methods upon Ohio's economy.

D. Subsidized Farming

1. debate the value of government investment in farming.
2. summarize the effect of subsidy farming on the urban dweller.

V. Industry

A. Development

1. state the effects of Ohio's industry on Ohio's economy.
2. analyze the growth and development of Ohio's industries.
3. list the major corporations of the state.
4. analyze the significance of industrial diversification.

B. Mineral Resources

1. identify the mineral resources of Ohio.
2. relate mineral resources to Ohio's industrial development.

C. Inventions

1. evaluate the role of inventions and how they improve production.
2. describe the modern production line (mass production and interchangeable parts).

D. Interdependence

1. assess Ohio's dependence on the world for supplies and markets.

E. City Development and Products

1. recognize why cities and industries grew together.
2. differentiate between our ethnic groups.
3. explain why certain ethnic groups came to certain areas.
4. demonstrate the relationship of products to the economy of the community.

F. Labor Movement

1. trace the rapid rise of unions
2. discuss how the needs of the workers were met by the unions.
3. compare the viewpoints of labor and management regarding labor organizations.

VI Cultural Development

A. Religion

1. discuss the spread of religion on the frontier.
2. relate some of the contributions of these religious groups.
3. explain the importance of religious tolerance.

B. Education

1. recall the terms of the Ordinances of 1785 and 1787 concerning education.
2. recognize that public education was an ideal toward which many worked.
3. discuss Ohio's role in establishing our country's school laws.
4. relate the role which Ohio has played in providing educational opportunities for all its people (kindergarten - universities).

C. Prominent Ohioans

1. evaluate the contributions of our famous Ohioans in the areas of:
   a. politics
   b. science
   c. literature
   d. the arts
   e. athletics

VII. Government

A. Ordinances of 1785 and 1787

1. recall the provisions of the Land Ordinance of 1785 and the Ordinance of 1787.
2. recognize the significance of these laws to further territorial development.

B. State Constitution

1. define the word constitution,
2. examine the state constitution with special emphasis on the executive, legislative, and judicial branches.
3. compare the State constitution with the federal constitution noting that they must be compatible.

C. Local Types

1. define the various type of local government - (county, township, city, village, school).
2. evaluate the impact of these levels of government on the lives of individuals.

D. Finances

1. recognize that government cannot function without money.
2. generalize that taxation is the fairest and best way to finance government.
3. differentiate between indirect and direct taxes.
4. define the various taxes of our state - (excise, retail sales, inheritance, income, property, personal property).
5. discuss other sources of revenue for our state government.
6. construct a circle graph showing the distribution of state revenues.

E. Political Structure

1. analyze the democratic values of our political structure and the impact it has on our society.

F. Requirements for Voting

1. discuss the current qualifications for voting.
2. explain why it is essential to investigate the individual for whom one is voting.
3. recognize that it is necessary to maintain voter qualifications.

G. Types of Elections

1. differentiate between primary, special, and general elections.
2. analyze the initiative, referencum, and recall.

H. Respect for the Law

1. analyze the need for law and order.
2. identify examples of productive citizenship.

I. Current Events

1. illustrate by clipping articles from current newspapers what is happening in government at the local level and the state level.
2. relate current issues to the study of state and local government (newspapers, journals, T.V.).



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## UNITED STATES HISTORY

The U.S. History content is organized chronologically because most history occurs in a cause and effect and sequential pattern. It is believed that a similar format in the graded course of study will provide the teacher with greater ease of use and adaptability in addition to wider flexibility. This does not preclude the use of topical thematic or other instructional approaches.

Skill development from various subject areas -- i.e., geography, economics, citizenship--must be integrated and reinforced throughout. However, to avoid extensive repetition those learning outcomes are not always included in this list of learning outcomes.

### GOALS

1. The students will be able to locate, acquire, organize, evaluate and communicate information.

2. The students will have an appreciation of and a personal commitment to their right and responsibilities as a citizen in a democratic society.

3. The students will develop an understanding of the history and heritage of our nation and the world that will enable them to deal with political, economic, and social aspects of their world.

4. The students will develop an understanding of the concepts of institutions, decision-making and citizenship with emphasis on the American system.

## CONTENT OUTLINE FOR UNITED STATES HISTORY

I. Historical Inquiry
   A. Definitions
   B. Purposes
   C. Methods of Historical Inquiry and Historiography
   D. Individual History

II. Discovery, Exploration and Early Colonization
   A. Geographic Knowledge
   B. European Background and Early Exploration
   C. Conflicting Ambitions
   D. Spanish and English Rivalry
   E. Major Social, Economic and Political Factors
   F. Strengthened European Claims
   G. Land Exploration and Geographic Barriers

III. Colonial History
   A. Social, Economic, Political and Religious Motivations
   B. Factors in the Natural Environment
   C. Characteristics of New England, Middle, and Southern Colonies

IV. American Revolution
   A. Britan's Victory over France in 1763
   B. Mercantilism
   C. Major Causes
   D. Revolutionary Activists
   E. The Declaration of Independence
   F. Advantages and Disadvantages of the British and Americans
   G. Major Military and Diplomatic Developments
   H. Important Consequences, Social, Economic, Political, and International

V. Nationalization
   A. Problems With the Articles of Confederation
   B. Constitutional Convention, Solutions, and Compromises
   C. Check and Balance System and the Bill of Rights
   D. Precedents Set by President Washington
   E. Hamilton vs. Jefferson (Development of Political Parties)
   F. Judicial Review
   G. Neutrality, Isolation, and the War of 1812
   H. National Culture
   I. Jacksonian Democracy

VI. Civil War and Reconstruction
   A. Social, Political, and Economic Differences Between the North & South
   B. Slavery and the Abolitionists
   C. Events Leading to War
   D. Advantages of the North and South
   E. Strategy, Weapons, Battles
   F. Personalities
   G. Reconstruction, Goals, Results and Impact on Modern America

VII. Expansion of the Frontier
- A. Territorial Expansion
- B. Northwest Ordinance and Land Policies
- C. Transportation Changes and Impact
- D. Manifest Destiny
- E. Mexican War
- F. Indians
- G. Last Frontier
- H. Turner Thesis

VIII. Industrialization and the Progressive Movement
- A. The American Farm
- B. Growth of Industry
- C. Laissez-faire and Government Regulation
- D. Labor Movement
- E. Urbanization
- F. Immigration
- G. Populists and Progressives

IX. United States Becomes a World Power
- A. 19th Century Foreign Policy Principles
- B. Monroe Doctrine
- C. Imperialism
- D. Spanish-American War
- E. World War I: Causes and Reasons for U.S. Entry
- F. World War I: Strategy, Weapons, Battles, Impact of U.S. Participation
- G. Peace Settlement

X. 1920's
- A. Intolerance
- B. Prohibition
- C. Political Conservatism
- D. Women's Rights
- E. Automobile, Mass Media, Culture, and Social Changes

XI Great Depression and the New Deal
- A. Depression: Definition and General and Specific Causes
- B. Impact of the Depression
- C. New Deal Programs and Agencies
- D. Franklin D. Roosevelt
- E. Culture and Society in the Thirties

XII. World War II
- A. Dictators and Neutrality
- B. Pearl Harbor
- C. Strategy, Weapons, and Battles, Hiroshima
- D. Home Front

XIII. Cold War and Detente
- A. Europe
- B. Korea
- C. China
- D. Cuba
- E. Vietnam
- F. Middle East
- G. United Nations
- H. Detente

XIV. Post-War Domestic Developments
- A. McCarthyism
- B. Elections and Politics
- C. Watergate
- D. Labor Unions
- E. Post-War Economics

XV. Civil Rights
- A. From Reconstruction Through World War II
- B. Prejudice and Discrimination
- C. Major Civil Rights Organizations
- D. Methods of Civil Rights Movement
- E. Major Achievements
- F. Martin Luther King
- G. Current Problems

XVI. Modern Technology
- A. To the Moon
- B. Automation/Technology
- C. Mass Media/Culture
- D. Social Change

## UNITED STATES HISTORY

The student will be able to:

| | Jr. | Sr. | |
|---|---|---|---|
| | | | I. Historical Inquiry |
| | | | A. Definitions |
| historical method | ★ | | 1. define history |
| | ★ | | 2. compare his/her definition with that of a recognized authority. |
| | | | B. Purposes |
| | ★ | | 1. list several reasons for studying history. |
| | ★ | | 2. list several sources of history (newspapers, textbook, etc.). |
| | | | C. Methods of Historical Inquiry and Historiography |
| hypothesizing | ★ | | 1. classify information. |
| | ★ | | 2. relate that historical investigations begin with a question. |
| | | ★ | 3. explain how historical questions are formulated. |
| | | ★ | 4. state an hypothesis. |
| | | | 5. distinguish between primary and secondary sources. |
| | | ★ | 6. validate hypotheses. |
| | ★ | ★ | 7. collect data (take notes). |
| | ★ | ★ | 8. list criteria for distinguishing fact from fiction. |
| | ★ | ★ | 9. collect data from interviews. |
| | ★ | ★ | 10. define frame of reference. |
| | ★ | ★ | 11. prepare a historical essay about some historical event by using the techniques followed by the professional historian. |
| | ★ | ★ | 12. list sources of history (newspapers, magazines, textbooks, etc.). |
| | | | D. Individual History |
| | ★ | | 1. describe a personal family tree. |
| | ★ | ★ | 2. relate events in his/her life to his/her past. |
| | ★ | | 3. relate the study of regional history to American history. |
| | | | II. Discovery, Exploration and Early Colonization |
| | | | A. Geographic Knowledge |
| | ★ | | 1. describe geographic knowledge as it existed in 1400. |
| | ★ | | 2. locate the geographic positions of the nations involved in the age of exploration. |

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| | | | **B. European Background and Early Exploration** |
| change | ★ | | 1. describe the influence of Marco Polo's journey. |
| | ★ | | 2. describe the influence of the Renaissance and Reformation. |
| cause and effect | ★ | | 3. relate the importance of Moslem and Italian control of trade. |
| | ★ | | 4. explain the activities of the Portugese in the development of navigational technology. |
| | ★ | | 5. trace the journey of the early explorers on a map of the world. |
| | ★ | | 6. list the achievements of the early explorers. |
| | | | **C. Conflicting Ambitions** |
| nationalism | ★ | | 1. describe the Portugese, Spanish, Dutch, French and British interest in the Western Hemisphere. |
| | ★ | | 2. explain why conflicts developed among these nations. |
| | | | **D. Spanish and English Rivalry** |
| | ★ | | 1. recognize the purpose of Spanish colonization of the New World. |
| | | ★ | 2. describe the family connections and rivalry between the Tudors of England and the Hapsburgs of Spain. |
| | ★ | | 3. explain the plundering of the Spanish Main by English adventurers such as Sir Francis Drake et. al. |
| | ★ | ★ | 4. analyze the importance of the English victory over Spain in 1588. |
| | | | **E. Major Social, Economic and Political Factors** |
| resources | ★ | | 1. explain the importance of the search for the Northwest Passage. |
| trade | ★ | | 2. relate the importance of the search for raw materials. |
| | ★ | | 3. discuss the significance of the fur trade. |
| | | ★ | 4. explain the importance of the need for new markets. |
| | | | 5. analyze the influence of mercantilism. |
| | | | **F. Strengthened European Claims** |
| colonization | ★ | ★ | 1. explain the effect of settlement. |
| | ★ | ★ | 2. discuss the importance of missionary activity. |
| | ★ | ★ | 3. relate the importance of missionary activity. |
| | ★ | ★ | 4. describe the significance of the building of fortifications. |
| | ★ | ★ | 5. locate areas claimed by the various nations. |

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| | ✶ | | G. Land Exploration and Geographic Barriers |
| | ✶ | | 1. locate geographic barriers to exploration and colonization. |
| | ✶ | | 2. recognize the factor of the vast distance across the Atlantic. |
| | ✶ | | 3. recognize the effect of the size of the land mass. |
| | ✶ | | 4. identify the mountainous areas of North America. |
| | ✶ | | 5. recognize the effect of waterfalls and "white water" areas of rivers. |
| | | | 6. evaluate the effect of geographic barriers on exploration and colonization. |
| | | | III. Colonial History |
| | | | A. Social, Economic, Political and Religious Motivations |
| freedom | ✶ | ✶ | 1. describe the importance of self-esteem (i.e., pride, adventure, ambition). |
| | ✶ | ✶ | 2. discuss the significance of financial success and security. |
| | ✶ | ✶ | 3. describe the influence of self-government and political freedom. |
| | ✶ | ✶ | 4. analyze the importance of religious freedom to such groups as the Pilgrims, Puritans, Quakers, and Catholics. |
| | | | B. Factors in the Natural Environment |
| resources | ✶ | | 1. recognize the importance of developing consistent food sources. |
| | ✶ | | 2. relate the significance of the forest as a source for building materials, transportation and heat. |
| | ✶ | | 3. describe the importance of soil as a source of food production. |
| | ✶ | | 4. illustrate the use of water as a source of food, power and life. |
| | | | C. Characteristics of New England, Middle, and Southern Colonies |
| culture | ✶ | ✶ | 1. compare the educational developments. |
| | ✶ | ✶ | 2. describe the religious differences. |
| | ✶ | ✶ | 3. discuss the cultural variations. |
| | ✶ | ✶ | 4. compare the climate and soil conditions. |
| diversity | ✶ | ✶ | 5. compare the economic differences. |
| | ✶ | ✶ | 6. discuss the social variations. |
| | ✶ | ✶ | 7. explain the political developments. |
| | | ✶ | 8. explain the significance of the Puritan Ethic. |
| | | | IV. American Revolution |
| | | | A. Britan's Victory over France in 1763 |
| cause and effect | ✶ | | 1. describe the major campaigns of the French and Indian War. |
| | ✶ | ✶ | 2. discuss several effects that Britain's victory over France had on its relationship with its American colonies. |

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| | ★ | ★ | 3. locate on a map of North America the territory gained by Britain as a result of its victory over France. |
| | | | 3. Mercantilism |
| | ★ | ★ | 1. define mercantilism. |
| | ★ | ★ | 2. describe the major principles contained in mercantilism. |
| | ★ | ★ | 3. discuss at least two desired results of mercantilism for the parent country. |
| | ★ | ★ | 4. list several disadvantages of mercantilism for the American Colonies. |
| | ★ | ★ | 5. identify at least one long range effect of mercantilism on the American Colonies. |
| | ★ | ★ | 6. compare British colonial policy before and after the French and Indian War. |
| | ★ | ★ | 7. demonstrate how changes in British policy affected relations with the American Colonies by recording colonial reaction to these changes. |
| | ★ | ★ | 8. list the major provisions of Britain's "New Colonial" policy. |
| | | ★ | 9. judge the reasonableness of the New Colonial policy by comparing British expectations from Americans with expectations from their own British citizens. |
| | | | C. Major Causes |
| cause and effect | ★ | ★ | 1. distinguish between underlying and immediate causes of war. |
| | ★ | ★ | 2. list several underlying causes of the American Revolution. |
| | ★ | ★ | 3. list several immediate causes of the American Revolution. |
| | ★ | ★ | 4. list several reasons why individual Americans in 1775 had cause to rebel. |
| | ★ | ★ | 5. list several reasons why Americans in 1775 had cause to remain loyal to Britain. |
| | ★ | ★ | 6. compose a timeline showing British actions followed by American reactions from 1763-1775. |
| conflict | ★ | ★ | 7. explain each of these events from the American and British points of view. |
| | ★ | ★ | 8. differentiate between a revenue raising tax (Stamp Act) and a regulatory tax (Sugar Act). |
| | | ★ | 9. differentiate between an internal and external tax. |
| | | ★ | 10. debate the philosophy of virtual versus actual representation. |
| | | ★ | 11. assess the significance of a century of "salutary neglect" as a cause of the American Revolution. |
| democracy | ★ | ★ | 12. describe the important personalities of the period 1763-1775 who played either a concialiatory or inflamatory role. |
| | ★ | ★ | 13. define economic sanctions (i.e., boycott). |
| | | ★ | 14. test the effectiveness of economic sanctions from 1763-1775 by citing evidence of results achieved. |

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| revolution | | ★ | D. Revolutionary Activists |
| | ★ | ★ | 1. describe the works of Thomas Paine. |
| | ★ | ★ | 2. assess the appropriateness of the statement, "Sam Adams was the architect of the American Revolution", by describing several of his revolutionary activities. |
| leadership | ★ | ★ | 3. describe the work of the Sons of Liberty and the Committees of Correspondence |
| | ★ | ★ | 4. relate the contributions to the revolutionary movement of the following: John Hancock, Patrick Henry, Richard Henry Lee, John Adams, Paul Revere, Billy Dawes, The Continental Congress, Thomas Jefferson, Haymn Solomon, Robert Morris, Crispus Attucks, et. al. |
| | ★ | ★ | |
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| | | | E. The Declaration of Independence |
| revolution | ★ | | 1. name the chief author of the Declaration of Independence. |
| | | ★ | 2. appraise the Declaration of Independence as a "paste and scissors" document. |
| | ★ | | 3. associate the major complaints expressed in the Declaration with the British acts to which they allude. |
| | ★ | | 4. identify the perpetrators of the wrongs alluded to in the Declaration. |
| | ★ | ★ | 5. demonstrate an understanding of the expression "unalienable rights" by giving examples of such rights. |
| | ★ | ★ | |
| democracy | ★ | ★ | 6. interpret the statement "all men are created equal" into a realistic statement that cannot be argued within a democratic setting. |
| | ★ | ★ | 7. assess the effect of the Declaration of Independence on the Revolution by hypothesizing on the chances of reconciliation with Britain after it was signed. |
| | ★ | ★ | 8. explain "government by consent of the governed." |
| | ★ | ★ | 9. list the three parts of the Declaration of Independence. |
| nationalism | ★ | ★ | 10. compose a statement of philosophy of the Preamble of the Declaration of Independence in the students own words. |
| | ★ | ★ | 11. state reasons why the Preamble to the Declaration of Independence is the most important part of the document. |
| | ★ | ★ | 12. examine whether people have a right and a duty to revolt under certain circum stances by listing incidents in the American experience that might lead to a conclusion of just cause. |
| | | | |
| | | | F. Advantages and Disadvantages of the British and Americans |
| conflict | ★ | ★ | 1. compare advantages and disadvantages of the British and the Americans in eacl of the following areas: economic, political, military. |
| | ★ | ★ | 2. list several ways in which disunity hampered the American war effort. |
| | ★ | ★ | 3. discuss several reasons for colonial disunity. |
| loyalty | ★ | ★ | 4. list several reasons why it was difficult for Americans to finance the war. |
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| | | ✱ | 5. evaluate the decision by the Second Continental Congress to use paper money by exploring the economic principles involved in inflation. |
| | | ✱ | |
| | | ✱ | 6. appraise the psychological value of leadership which inspires confidence by describing the leadership qualities of George Washington. |
| | | | G. Major Military and Diplomatic Developments |
| | ✱ | ✱ | 1. describe the general strategy of the British and Americans in the war. |
| conflict | ✱ | ✱ | 2. discuss the principal campaigns of the War. |
| | ✱ | ✱ | 3. locate on a map the important battles of the War. |
| | ✱ | ✱ | 4. explain the significance of major battles of the War. |
| | ✱ | ✱ | 5. list some of the important military leaders for each side. |
| | ✱ | ✱ | 6. explain how the American strategy was in part a guerilla war by citing examples of this strategy. |
| cause and effect | ✱ | ✱ | 7. state important results of the battle of Saratoga. |
| | ✱ | ✱ | 8. assess the importance of the Franco-American alliance by discussing the French contribution to American victory. |
| | ✱ | ✱ | 9. list the foreign military leaders who contributed to American victory. |
| | ✱ | ✱ | 10. list the provisions of the Treaty of Paris of 1783. |
| | ✱ | ✱ | 11. illustrate on a map of North America the extent of U.S., Spanish, French, British, and disputed holdings in North America after the Revolution. |
| diplomacy | ✱ | ✱ | 12. explain reasons why the Treaty of Paris 1783 on the whole favored the American states. |
| | ✱ | ✱ | 13. describe Benjamin Franklin's efforts to gain assistance from abroad. |
| | ✱ | ✱ | 14. define radical, revolution, patriot, Tory, mercenary, militia. |
| | ✱ | ✱ | |
| | | | H. Important Consequences, Social, Economic, Political, and International |
| cause and effect | ✱ | ✱ | 1. compare economic, political, and social life in the U.S. after the war with the economic, political, and social life before the war. |
| | ✱ | ✱ | 2. calculate the impact of American Independence as an influence on movements for independence or democracy in other countries by giving evidence of this influence. |
| | ✱ | ✱ | 3. list several "new" political ideas that evolved from the American Revolution. |
| | ✱ | ✱ | 4. express in essay from how American Democracy has been a beneficial influence on the world by listing several important tenets of the American political philosophy. |
| revolution | ✱ | ✱ | 5. measure the extent to which the events which are labeled the "American Revolution" were really revolutionary as these events are applied to a dictionary definition of the term. |
| | | ✱ | |
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| democracy | | ✱ | |

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| nationalism | ★ | ★ |
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| compromise | | ★ |
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| federalism | ★ | ★ |
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| democracy | ★ | ★ |
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| government | | ★ |
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| check and balance | ★ | ★ |
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V. Nationalization

A. Problems With the Articles of Confederation

1. compare the government under the Articles of Confederation with the government under the Constitution.
2. explain several weaknesses of the government under the Articles of Confederation.

B. Constitutional Convention, Solutions, and Compromises

1. identify the provisions of the Constitution that corrected the problems that existed under the Articles of Confederation.
2. list the conferences and meetings which led to the Constitutional Convention.
3. identify several major participants at the Constitutional Convention.
4. analyze the background of the delegates to the Constitutional Convention.
5. compare the positions of the large and small states on the organization of the national legislature.
6. describe decisions of the Constitutional Convention which were the result of compromise.
7. compare the positions of the northern and southern states on the issues of slavery.
8. compare the positions of the northern and southern states on the issues of economic powers for the new government.
9. compare the positions at the Constitutional Convention of those who wanted more democratic government and those who wanted a limited democratic system.
10. evaluate the long term effectiveness of the compromises of the Constitutional Convention.

C. Check and Balance System and the Bill of Rights

1. identify the primary responsibility of each branch of the national government.
2. list significant provisions of the Bill of Rights.
3. define the check and balance system.
4. compare the political philosophy of the Federalists and Anti-Federalists.
5. evaluate the role of the Federalist Papers in the ratification of the Constitution.
6. recognize examples of the check and balance system.
7. explain the provisions of the Constitution which make our government a federal system.

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| leadership | ★ | ★ |
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| politics | ★ | ★ |
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| precedent | ★ | ★ |
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| democracy | ★ | ★ |
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| foreign policy | ★ | ★ |
| | ★ | ★ |
| neutrality | ★ | ★ |
| | ★ | ★ |
| isolationism | ★ | ★ |
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**D. Precedents Set by President Washington**

1. explain the importance of the creation of the first cabinet.
2. describe examples of Washington's judgment of character.
3. identify the two-term tradition.
4. relate examples of Washington's relations with Congress which have set precedent

E. Hamilton vs. Jefferson (Development of Political Parties)

1. compare the political philosophy of Hamilton and Jefferson.
2. recognize examples of strict interpretation of the Constitution.
3. recognize examples of loose interpretation of the Constitution.
4. define a political party.
5. explain the changing political parties in the American political system.
6. discuss the significance of the election of 1800 in the development of a party system in America.
7. compare the original method of selecting president and vice president with the method used today.
8. value the peaceful transfer of power from one party to another following elections

F. Judicial Review

1. define judicial review.
2. evaluate the role of John Marshall in strengthening the new federal government.
3. relate the facts in the case of Marbury vs. Madison.
4. relate the facts in the case of McCulloch vs. Maryland.
5. explain the significance of the following cases: McCulloch vs. Maryland, Gibbon vs. Ogden, Fletcher vs. Peck, Dartmouth College vs. Woodward.

G. Neutrality, Isolation, and the War of 1812

1. define foreign policy.
2. distinguish between examples of foreign and domestic policy.
3. list the institutions which influence American foreign policy.
4. define neutrality.
5. define isolation.
6. list American foreign policy goals 1778-1823.
7. evaluate the success or failure of U.S. in achieving its foreign policy goals 1778-1823.
8. explain methods used by the U.S. 1778-1823 to achieve its foreign policy goals.

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| | ★ | ★ | 9. explain reasons why the U.S. went to war with England in 1812. |
| | ★ | ★ | 10. describe the strategy and nature of warfare in the War of 1812. |
| | ★ | ★ | 11. list the major battles of the War of 1812. |
| | | | 12. list the results of the War of 1812. |
| | | | H. National Culture |
| nationalism | ★ | ★ | 1. recognize the titles of some literary work of Cooper, Irving, and Poe, etc. |
| | | ★ | 2. describe the type of literature and subjects of American authors of the early 19th century. |
| | | ★ | 3. list examples of social reform initiated in the first half of the 19th century (prison, education, temperance, women's rights). |
| | ★ | ★ | 4. name some American artists of the period 1800-1850. |
| reform | ★ | ★ | |
| | | | I. Jacksonian Democracy |
| | ★ | ★ | 1. describe the development of political parties from 1800 to 1824. |
| | ★ | ★ | 2. explain the significance of the election of 1824. |
| | ★ | ★ | 3. recognize examples of "Jacksonian Democracy." |
| | ★ | ★ | 4. define the spoils system. |
| | ★ | ★ | 5. evaluate the impact Jackson had on the institution of the presidency. |
| | ★ | ★ | 6. compare the election campaigning and political party organization of the 1830's and the 1840's to today. |
| | | | VI. Civil War and Reconstruction |
| | | | A. Social, Political, and Economic Differences Between the North and the South |
| diversity | ★ | ★ | 1. compare northern society with society in the South. |
| | ★ | ★ | 2. compare the family-sized agricultural activities in the North with the plantation oriented South. |
| | ★ | ★ | 3. compare industrial development in the North with industry in the South. |
| culture | ★ | ★ | 4. compare transportation in the North with what existed in the South. |
| | ★ | ★ | 5. compare public schools in the two regions. |
| | ★ | ★ | 6. compare the positions of the two regions on commerce, trade, and tariff. |
| states' rights | ★ | ★ | 7. explain the use of the theory of nullification in reference to the tariff issue. |
| | | | B. Slavery and the Abolitionists |
| slavery | ★ | ★ | 1. explain the integral importance of slavery in the South, especially after the cotton gin. |
| | ★ | ★ | 2. describe the physical and social conditions under which Negro slaves lived and worked. |
| | ★ | ★ | |

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| reform | * | * | 3. explain the origins of the abolitionist movement. |
| | * | * | 4. describe the influences of William Lloyd Garrison and others as leaders of the abolitionist movement. |
| leadership | * | * | 5. relate the importance of blacks such as Frederick Douglass, David Walker, and Harriet Tubman. |
| | * | * | 6. describe the effects of actual and potential slave rebellion. |
| compromise | * | * | 7. explain the activities of the American Colonization Society. |
| | * | * | 8. describe the importance of the American Anti-Slavery Society. |
| | * | * | 9. describe the importance of the Underground Railroad. |
| | * | * | 10. explain the South's interest in a fugitive slave law and the North's interest in personal liberty law. |
| | * | * | 11. describe the importance of Clay, Calhoun, Douglas in the development of the Compromise of 1850. |
| | * | * | 12. explain the importance of the Compromise of 1850. |
| | | | C. Events Leading to War |
| conflict | * | * | 1. prepare a time line of the events leading to the Civil War. |
| | * | * | 2. explain the importance of the Free Soil Movement. |
| | * | * | 3. describe the concept of popular sovereignty as exemplified by the career of Stephen Douglas. |
| states' rights | * | * | 4. relate the importance of the founding of the Republican Party. |
| | * | * | 5. recognize the importance of the lack of political leadership at the presidential level in the 1850's. |
| cause and effect | * | * | 6. explain the development of "Bleeding Kansas." |
| | * | * | 7. describe the activities of John Brown as an anti-slavery fanatic. |
| | * | * | 8. explain the importance of the Dred Scott Decision. |
| | * | * | 9. analyze the significance of the Lincoln-Douglas debates. |
| | * | * | 10. explain the rise of Abraham Lincoln and his election in 1860. |
| | * | * | 11. describe the secession movement in the South and the development of the Confederate States of America. |
| | * | * | 12. explain the events developing at Fort Sumter in Charleston Harbor. |
| | * | * | 13. discuss the importance of Lincoln calling for volunteers to restore the union. |
| | | | D. Advantages of the North and South |
| | * | * | 1. explain the importance of keeping the "border states" in the Union. |
| | * | * | 2. describe the importance of Abraham Lincoln as a successful leader. |
| resources | * | * | 3. explain the industrial advantages of the North. |

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| | ★ | ★ | 4. describe the significance of the railroads in the North. |
| | ★ | ★ | 5. discuss the importance of the North having twice the population of the South. |
| leadership | | ★ | 6. explain the importance of the diversified agricultural system in the North. |
| | | ★ | 7. explain the banking and monetary system of the North. |
| | ★ | ★ | 8. explain why the South had better generals and soldiers at the beginning of the War. |
| | ★ | ★ | 9. analyze why the South defending their homeland plus topographical knowledge wee advantages. |
| | ★ | ★ | 10. describe how many Southerners were devoted to their cause. |
| | ★ | ★ | 11. compare the governments and internal political problems of the North and South. |
| | | | E. Strategy, Weapons, Battles |
| conflict | ★ | ★ | 1. explain the importance of "cotton diplomacy" followed by the South. |
| | ★ | ★ | 2. describe the dispersed--defensive strategy followed by the South. |
| diplomacy | ★ | ★ | 3. describe Robert E. Lee's strategy of carrying the war to the North (offensive--defensive). |
| | ★ | ★ | 4. discuss the Northern need for foreign nations to remain neutral. |
| | ★ | ★ | 5. describe the Anaconda Plan as the main military strategy of the North. |
| | ★ | ★ | 6. analyze the impact of the Emancipation Proclamation on the conduct of the war. |
| | ★ | ★ | 7. describe the importance of the attempts to capture Richmond by the North. |
| | ★ | ★ | 8. compare the use of the military draft by both sides. |
| | ★ | ★ | 9. explain why the Civil War is considered the first modern war in history. |
| | ★ | ★ | 10. describe the importance of the major battles of the Civil War. |
| | | | F. Personalities |
| leadership | ★ | ★ | 1. describe the role of Robert E. Lee. |
| | ★ | ★ | 2. explain the role of Jefferson Davis. |
| | ★ | ★ | 3. describe the activities of T.J. "Stonewall" Jackson. |
| | ★ | ★ | 4. explain the importance of brilliant Confederate cavalry officers such as J.E.B. Stuart and Nathan Bedford Forrest. |
| | ★ | ★ | 5. discuss the activities of Abraham Lincoln. |
| | ★ | ★ | 6. recognize the role of George McClellan. |
| | ★ | ★ | 7. explain the activities of Clara Barton. |
| | ★ | ★ | 8. describe David Farragut's role. |
| | ★ | ★ | 9. describe Ulysses S. Grant's pre-eminent role. |
| | ★ | ★ | 10. explain William Techumseh Sherman's role. |
| | ★ | ★ | 11. describe the activities of Phillip Sheridan. |

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| | ★ | ★ | 12. explain the activities of Clement Vallandigham. |
| | | ★ | 13. analyze the activities of Charles Francis Adams. |
| | ★ | ★ | 14. compare the military leadership of the North and the South. |
| | | | G. Reconstruction, Goals, Results and Impact on Modern America |
| | ★ | ★ | 1. explain the ten percent plan of Abraham Lincoln. |
| reform | ★ | ★ | 2. describe the circumstances surrounding the assassination of Lincoln. |
| | ★ | ★ | 3. appraise the performance of Andrew Johnson as President of the U.S. |
| | ★ | ★ | 4. describe the struggle which developed between the President and Congress over Reconstruction. |
| | ★ | ★ | 5. explain the impeachment of Andrew Johnson. |
| conflict | ★ | ★ | 6. appraise the congressional reconstruction plan. |
| | ★ | ★ | 7. identify the 13th, 14th and 15th Amendments. |
| | ★ | ★ | 8. describe the South's reaction to congressional reconstruction. |
| | ★ | ★ | 9. explain the corruption in American politics following the Civil War. |
| | | ★ | 10. describe how Reconstruction came to an end. |
| | | ★ | 11. analyze the long-term effects of Reconstruction on the blacks in the latter 19th century. |
| | ★ | ★ | 12. demonstrate how the modern civil rights movement is related to the Reconstructi Era. |
| | | | VII. Expansion of the Frontier |
| | | | A. Territorial Expansion |
| nationalism | ★ | ★ | 1. recognize how the Treaty of Paris of 1783 provided the U.S. with a vast territory. |
| | ★ | ★ | 2. explain the circumstances surrounding the development of the Louisiana Purchas |
| | ★ | ★ | 3. describe the importance of the Lewis and Clark Expedition. |
| imperialism | | ★ | 4. explain the importance of the Adams-Onis Treaty of 1819 and the acquisition of Florida. |
| | | ★ | 5. describe the importance of the annexation of Texas. |
| | ★ | ★ | 6. explain how the Oregon question was settled in 1846. |
| | ★ | ★ | 7. explain the settlement of the Salt Lake Basin by the Mormons. |
| | ★ | ★ | 8. discuss the acquisition of the Mexican Cession of 1848. |
| | ★ | ★ | 9. describe the importance of the Gadsden Purchase. |
| | ★ | ★ | 10. explain the significance of the purchase of Alaska in 1867. |
| | | | B. Northwest Ordinance and Land Policies |
| | ★ | ★ | 1. explain the importance of the Land Ordinance of 1785. |
| | ★ | ★ | 2. describe the political development provided by the Land Ordinance of 1787. |

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| | ★ | ★ | 3. explain the changing land policy of the federal government from 1812 to 1820. |
| migration | ★ | ★ | 4. analyze how the different sections of America disagreed concerning land policies. |
| | | ★ | 5. describe the importance of the Preemption Act in effect from 1841-1891. |
| | ★ | ★ | 6. explain the importance of the Homestead Act of 1862. |
| | ★ | | 7. describe the significance of the Timber Culture Act of 1873. |
| | | | C. Transportation Changes and Impact |
| | ★ | | 1. explain the importance of the "turnpikes" in the late 18th century. |
| | ★ | | 2. describe the significance of water transportation in the late 18th century. |
| change | ★ | | 3. recognize the importance of Robert Fulton's invention of the steamboat. |
| | | | 4. explain the importance of the construction of the Cumberland or National Road. |
| resources | ★ | ★ | 5. describe the importance of the building of the Erie Canal 1817-1825. |
| | ★ | ★ | 6. analyze the significance of the introduction of the railroad in America in 1831. |
| | ★ | ★ | 7. describe the building of the first transcontinental railroad and the expansion of the 19th century railroads. |
| | ★ | ★ | 8. locate significant transportation developments on a map. |
| | | | D. Manifest Destiny |
| imperialism | ★ | ★ | 1. define Manifest Destiny. |
| | ★ | ★ | 2. recognize the religious implications of this doctrine. |
| | ★ | ★ | 3. explain the political impact of this doctrine (James K. Polk's success). |
| | ★ | ★ | 4. describe the territorial expansion caused by this doctrine. |
| | | ★ | 5. analyze whether this doctrine was a form of imperialism. |
| | | | E. Mexican War |
| | ★ | ★ | 1. explain the important causes of the war. |
| | ★ | ★ | 2. describe the campaigns led by Zachary Taylor. |
| conflict | ★ | ★ | 3. explain the importance of the activities of Stephen Kearney and John C. Fremont. |
| | ★ | ★ | 4. recognize the importance of the achievements of Winfield Scott. |
| | ★ | ★ | 5. explain the various parts of the Treaty of Guadalupe Hidalgo. |
| | ★ | ★ | 6. explain how this war was an unplanned rehersal for the Civil War. |
| | ★ | ★ | 7. explain how the outcome of the war aggravated the slavery issue. |
| | | | F. Indians |
| | ★ | ★ | 1. describe how the Indians were treated in colonial times. |
| | ★ | ★ | 2. explain the importance of Pontiac's rebellion. |

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| | ★ | ★ | 3. recognize the importance of the Treaty of Greenville. |
| | ★ | ★ | 4. describe the process of extinguishing the Indian land claims east of the Mississippi River. |
| | ★ | ★ | 5. explain the importance of Tecumseh as a leader of an Indian Confederation. |
| | ★ | ★ | 6. describe the significance of the removal policy as practiced by the federal government while Andrew Jackson was President. |
| | ★ | ★ | 7. explain the policy of the federal government which made the Indians wards of the nation after the Civil War. |
| | ★ | ★ | 8. describe the Indian wars in the West in the latter 19th century. |
| | ★ | ★ | 9. analyze the signifcance of the Dawes Act of 1887. |
| | ★ | ★ | 10. explain the effects of the destruction of the buffalo on the Plains Indians. |
| | ★ | ★ | 11. explain the development of Indian policy in the 20th century. |
| | | | G. Last Frontier |
| resources | ★ | | 1. explain the importance of the mining kingdom. |
| | ★ | | 2. describe the significance of the cattle kingdom. |
| | ★ | | 3. explain the importance of the agricultural settlement of the Plains. |
| frontier | ★ | | 4. describe the need for law and order on the frontier. |
| | ★ | | 5. explain the importance of the lumbering activities. |
| | | | H. Turner Thesis |
| democracy | | ★ | 1. explain how the development of democracy and social equality was influenced by the frontier. |
| | | ★ | 2. explain the safety valve influence of the frontier. |
| | | ★ | 3. describe the impact of the disappearance of the last frontier in the West. |
| | | | VIII. Industrialization and the Progressive Movement |
| | | | A. The American Farm |
| adaptation | ★ | | 1. recognize the farm as a significant factor in America's economic growth. |
| | ★ | | 2. recognize that the U.S. was essentially an agrarian society until 1860. |
| | ★ | | 3. locate the Great Plains on a map of the U.S. |
| | ★ | | 4. list several problems encountered by farmers of the Great Plains (scanty wood and water, quarrels with cattlemen, drought, grasshopper plagues, ruined farm machinery, interest rates on mortgages, etc.). |
| | ★ | | 5. relate at least one solution to each of the problems faced by farmers. |
| | ★ | | 6. list several pleasures or benefits derived from a farming career. |

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| | ★ | | 7. discuss the economic benefits of barbed wire to farmers. |
| | ★ | | 8. report on how technology and science have influenced methods of farming. |
| | ★ | | 9. explain the effect of industrialization and urbanization on the American farm. |
| | | | B. Growth of Industry |
| leadership | ★ | ★ | 1. describe the rapid industrialization after 1860 (geographic location, etc.). |
| | ★ | ★ | 2. list several factors that enhanced rapid industrialization. |
| | ★ | ★ | 3. identify the early forms of business organizations. |
| | ★ | ★ | 4. explain the limitations of the early forms of business. |
| economic growth | ★ | ★ | 5. describe the organization of a corporation. |
| | ★ | ★ | 6. list methods used by corporations to raise money (types of stock, bonds, et. al.). |
| | ★ | ★ | 7. list the advantages and disadvantages of the corporation. |
| | ★ | ★ | 8. describe the different forms of business consolidations (pools, trusts, holding companies, etc.). |
| technology | ★ | ★ | 9. list specific examples of business consolidations (oil, meat packing, steel). |
| | ★ | ★ | 10. list several advantages and disadvantages of big business. |
| | ★ | ★ | 11. identify the important industrial leaders between 1865-1900. |
| | ★ | ★ | 12. explain the importance of transportation to growth of industry. |
| | ★ | ★ | 13. examine the relationship of growth of industry to growth of cities. |
| | ★ | ★ | 14. identify several problems created by industrialization. |
| | ★ | ★ | 15. describe the changing social and recreational activities resulting from industrialization. |
| | ★ | ★ | 16. evaluate the need for expanded education created by industrialization. |
| | ★ | ★ | 17. recognize that industrial leaders used political power to further their economic purpose. |
| | | ★ | 18. read and interpret charts and graphs showing economic data and use GNP to describe economic changes. |
| | | ★ | 19. give examples of changes in America from 1869-1929, including population, living conditions, working conditions and standard of living. |
| | ★ | ★ | 20. state and support an hypothesis explaining reasons for economic growth. |
| | | ★ | 21. evaluate personal qualities and attitudes of American businessmen of the last half of the 19th century and explain their contributions to the economic growth of the nation. (Carnegie, Vanderbilt, Astor, Rockefeller, etc.). |
| | ★ | ★ | 22. list and explain examples of competition, cost, price, profit, monopoly. |
| | | | C. Laissez-faire and Government Regulation |
| laissez-faire | | ★ | 1. define laissez-faire. |
| | | ★ | 2. list several reasons why workers formed unions and went on strike. |

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| | | ★ | 3. debate the merits of government regulation. |
| | | ★ | 4. list several reasons for the emergence of government regulation. |
| | ★ | ★ | 5. recall the principal provisions of the early regulatory legislation (ICC, Sherman Anti-Trust Act, Clayton Act). |
| | ★ | ★ | 6. review the weaknesses of the Sherman Anti-Trust Act. |
| reform | ★ | ★ | 7. describe the works of several of the "Muckrakers." |
| | ★ | ★ | 8. assess the importance of "Muckrakers" as agents of change. |
| | | ★ | 9. discuss the influence of Theodore Roosevelt and Woodrow Wilson on government regulation of business. |
| | | ★ | 10. discuss Social Darwinism as an economic philosophy. |
| | | ★ | 11. state an opinion supported by facts, examples, and reasons explaining what you think is the most desirable relationship between private enterprise and governn |
| | | ★ | |
| | | | D. Labor Movement |
| | ★ | ★ | 1. recall the background of production systems (guild, domestic, factory). |
| labor unions | ★ | ★ | 2. list several reasons why workers formed unions and went on strike. |
| | ★ | ★ | 3. describe the opposition to labor organizations from management, government, general public. |
| reform | ★ | ★ | 4. list the first national unions (National Labor Union, Knights of Labor, American Federation of Labor). |
| | ★ | ★ | 5. compare the philosophy and organization of the A.F.L. with the earlier nationa unions. |
| | ★ | ★ | 6. discuss the background and significance of notable strikes (i.e., Homestead Strike, McCormick Strike--Haymarket Riot, Pullman Strike). |
| | ★ | ★ | 7. list several reasons why it was difficult to organize labor. |
| | ★ | ★ | 8. list several contributions of the labor movement. |
| | ★ | ★ | 9. explain the effects of changing methods of production on working conditions. |
| | ★ | ★ | 10. list several examples of welfare/fringe benefits offered workers by industry to discourage the formation of unions. |
| | ★ | ★ | 11. explain several methods used by unions to organize workers and win their demands in labor management disputes. |
| | ★ | ★ | 12. describe several examples of methods used by employers, government, media and other institutions to discourage formation of unions and prevent the succes of strikes (blacklist, scab, lockout, yellow-dog contract). |
| | | ★ | 13. compare the Knights of Labor, the AFL, and the radical organizations such as anarchists, IWW, Molly McGuires. |
| | | ★ | 14. describe the process of collective bargaining. |
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| urbanization | ★ | ★ | E. Urbanization |
| | ★ | ★ | 1. describe several urban problems created by rapid growth of cities 1860-1920. (slums, working conditions, crime, congestion, pollution, machine politics). |
| | ★ | ★ | 2. describe the types of city government and their strengths and weaknesses in dealing with urban problems. |
| | ★ | ★ | 3. describe and give examples of the background, personal qualities, training and political techniques of city political bosses. |
| | ★ | ★ | 4. list several examples of methods used by political bosses to gain personal wealth. |
| | ★ | ★ | 5. explain what is meant by city government reform and give several examples. |
| reform | ★ | ★ | 6. explain initiative, referendum, recall, planning, city manager, civil service, commission, franchise, home rule, strong mayor, zoning, and settlement house. |
| | ★ | ★ | 7. list several social, political, economic factors that determine the location of cities. |
| | ★ | ★ | 8. list some characteristics of cities that lured rural Americans. |
| | ★ | ★ | 9. relate the significant impact of immigrants on the growth of cities. |
| | ★ | ★ | 10. list several social, economic, political effects that the growth of cities had on the U.S. |
| | | | F. Immigration |
| migration | | ★ | 1. use the concepts of role, status, norms, social class accomodations, assimilation and amalgamation in discussing immigration. |
| | ★ | ★ | 2. list the waves of immigration and indicate the relative time in American history when they occurred. |
| | ★ | ★ | 3. state specific examples of the causes or reasons for immigration to America. |
| diversity | ★ | ★ | 4. state specific examples of problems encountered by immigrants after arrival in America. |
| | ★ | ★ | 5. identify the basic content and intent of immigration legislation, including Alien and Sedition Act, Chinese Exclusion Act, Literacy Act, and Gentlemen's Agreement, Quota laws of the 1920's, and present immigration laws. |
| | ★ | ★ | 6. state an opinion based on logic and facts concerning present and future immigration policy of America. |
| | | ★ | 7. relate specific examples of contributions made by immigrants to the building of America, cultural heritage, the economy and the quality of American life. |
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| | | | G. Populists and Progressives |
| reform | ★ | ★ | 1. describe the Granger movement. |
| | ★ | ★ | 2. discuss the causes and characteristics of the Populist movement. |

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| | | ★ | 3. list evidence that Populist thinking, both in its best and worst aspects, has survived 20th century American politics. |
| | | ★ | 4. compare the nature of the Populist revolt with a protest movement in our own time. |
| money | | ★ | 5. explain some of the ideas and proposals of the Populist movement (i.e., The Omaha Platform, Bryan's "Cross of Gold" speech). |
| | | ★ | 6. relate the changes advocated for the political system by the Populists. |
| leadership | | ★ | 7. identify the proposals which seem to suggest techniques for establishing a fairer distribution of wealth and economic opportunity in American society. |
| | | ★ | 8. describe the Populist attitudes toward technology and industrialization. |
| politics | | ★ | 9. explain why Bryan thought that currency reform was the "paramount issue." |
| | | ★ | 10. discuss the Free Silver movement of the late 19th century. |
| | | ★ | 11. discuss the success or failure of the Populist party in the elections of 1892 and 1896. |
| | | ★ | 12. recall Jacob S. Coxey's march on Washington. |
| | | ★ | 13. compare populism with progressivism. |
| | | ★ | 14. describe the role played by the "Muckrakers" in the progressive movement. |
| | | ★ | 15. explain how the progressives were influenced by the pragmatic philosophies of William James and John Dewey. |
| | | ★ | 16. recall Robert La Follette's "Wisconsin idea." |
| | ★ | ★ | 17. list several reform leaders on the local and state levels and their accomplishmen |
| | | ★ | 18. compare the progressive program of Theodore Roosevelt with that of Woodrow Wilson. |
| | ★ | ★ | 19. relate the purpose of trust busting. |
| | ★ | ★ | 20. list several reforms promised in Wilson's "New Freedom." |
| | ★ | ★ | 21. evaluate the 16th, 17th, and 19th Amendments as progressive amendments. |
| | ★ | ★ | 22. list important events in the life of Theodore Roosevelt before he became Presider |
| | ★ | ★ | 23. describe the impact of T. Roosevelt on the Progressive movement. |
| | ★ | ★ | 24. describe the cultural developments of the late 19th century. |
| | | | IX. United States Becomes a World Power |
| | | | A. 19th Century Foreign Policy Principles |
| foreign policy | ★ | ★ | 1. recall the terms foreign policy and domestic policy. |
| | ★ | ★ | 2. recall isolation as a foreign policy. |
| | ★ | ★ | 3. list examples of how the U.S. during the 19th century followed an isolationist foreign policy. |

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| | ★ | ★ | 4. recall neutrality as a foreign policy. |
| isolation | ★ | ★ | 5. list examples of how the U.S. during the 19th century followed a foreign policy of neutrality. |
| | | | B. Monroe Doctrine |
| | ★ | ★ | 1. recall the specific provisions of the Monroe Doctrine. |
| | ★ | ★ | 2. explain the reasons the Monroe Doctrine was proclaimed. |
| | ★ | ★ | 3. compare the Roosevelt Corollary to the original Monroe Doctrine. |
| imperialism | ★ | ★ | 4. define dollar diplomacy. |
| | ★ | ★ | 5. list examples of dollar diplomacy. |
| | ★ | ★ | 6. discuss the Pan-American movement and organizations. |
| conflict | ★ | ★ | 7. define intervention. |
| | ★ | ★ | 8. describe the events which led to the U.S. policy of "Watchful Waiting." |
| | ★ | ★ | 9. describe the "Good Neighbor Policy." |
| | | ★ | 10. evaluate the effectiveness of U.S. policy toward Latin America during the 19th and early 20th century. |
| | | | C. Imperialism |
| | ★ | ★ | 1. define imperialism. |
| | ★ | ★ | 2. explain reasons why a nation would follow an imperialist policy. |
| | ★ | ★ | 3. locate on a map of the world the following: Samoa, Pago Pago, Alaska, Hawaii. |
| | ★ | ★ | 4. explain how each of the following became American territory: Samoa, Pago Pago, Alaska, Hawaii. |
| | | ★ | 5. debate the merits of a democratic nation following a foreign policy of imperialism. |
| | | | D. Spanish-American War |
| | ★ | ★ | 1. explain several causes of the Spanish-American War. |
| | ★ | ★ | 2. list examples of Yellow Journalism. |
| | ★ | ★ | 3. discuss the Cuban Revolution. |
| | ★ | ★ | 4. evaluate the destruction of the Maine as a cause for war. |
| | ★ | ★ | 5. evaluate the military preparedness of U.S. and mobilization for the Spanish-American War. |
| | ★ | ★ | 6. identify significant battles in the Spanish-American War. |
| | ★ | ★ | 7. locate on a map the U.S. territorial gains resulting from the Spanish-American War. |
| | ★ | ★ | 8. describe actions by Theodore Roosevelt which established the U.S. as a world power. |

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| | ★ | ★ | 9. discuss the events leading to U.S. building the Panama Canal. |
| | | ★ | 10. evaluate the importance of the Panama Canal today. |
| | | | E. World War I: Causes and Reasons for U.S. Entry |
| | ★ | ★ | 1. list significant causes for the outbreak of World War I. |
| conflict | ★ | ★ | 2. identify examples of nationalism, imperialism, systems of alliances, militarism, and international anarchy. |
| | ★ | ★ | |
| cause and effect | ★ | ★ | 3. explain how each of the following contributed to the outbreak of WWI: nationalism, imperialism, systems of alliances, militarism, and international anarchy. |
| | ★ | ★ | |
| foreign policy | ★ | ★ | 4. describe the major alliance systems preceding WWI. |
| | ★ | ★ | 5. describe the methods used by the U.S. in its attempts to remain neutral after the outbreak of World War I. |
| internationalism | ★ | ★ | 6. list the reasons U.S. entered World War I. |
| | | | F. World War I: Strategy, Weapons, Battles, Impact of U.S. Participation |
| | ★ | ★ | 1. describe the type of warfare in World War I. |
| | ★ | ★ | 2. list examples of new weapons developed and used during World War I. |
| | ★ | ★ | 3. identify significant battles of World War I. |
| | ★ | ★ | 4. explain the effect of the Russian Revolution on the outcome of the War. |
| | ★ | ★ | 5. evaluate how the U.S. affected the outcome of the War. |
| | ★ | ★ | 6. explain how the U.S. mobilized for WWI. |
| | ★ | ★ | 7. discuss how World War I changed America's way of life. |
| | ★ | ★ | 8. define ultimatum, offensive, sanction, mobilization, blockade, atrocities, armistice, mandate, Big Four. |
| | | | G. Peace Settlement |
| | ★ | ★ | 1. interpret the purpose of some of Wilson's Fourteen Points. |
| | ★ | ★ | 2. list some of the provisions of the peace settlement following WWI. |
| | ★ | ★ | 3. analyze the reasons the U.S. did not join the League of Nations. |
| isolation | ★ | ★ | 4. evaluate the success or failure of the peace settlement following World War I. |
| | ★ | ★ | 5. predict how the course of history would have been changed if the U.S. had joined the League of Nations. |
| | | | X. 1920's |
| | | | A. Intolerance |
| | ★ | ★ | 1. recall the term intolerance. |

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| intolerance | ★ | ★ | 2. explain how U.S. entrance into World War I created a climate for intolerance. (i.e., dropping study of German from curriculum people beaten for making speeches against the War, dangerous to speak German in public.) |
| | ★ | ★ | 3. discuss the Red Scare. |
| | ★ | ★ | 4. recall that Labor Strikes were viewed as a Communist threat. |
| | ★ | ★ | 5. discuss the Black Scare. (Chicago race riot, July, 1919.) |
| | ★ | ★ | 6. discuss the rise of the KKK in the 1920's. |
| | | ★ | 7. interpret the KKK philosophy. |
| | ★ | ★ | 8. identify examples of intolerance today. |
| | | ★ | 9. assess immigration restrictions as an expression of intolerance. |
| | ★ | ★ | 10. discuss the Sacco-Vanzetti case. |
| | | ★ | |
| | | | B. Prohibition |
| | ★ | ★ | 1. discuss the causes for the adoption of the 18th Amendment. |
| | ★ | ★ | 2. explain the 18th Amendment to the Constitution. |
| reform | ★ | ★ | 3. define "bootlegger" and "speakeasies." |
| | ★ | ★ | 4. describe the bootleg activities of Al Capone and other gangsters. |
| | ★ | ★ | 5. describe the social problems created by the 18th Amendment. |
| | ★ | ★ | 6. discuss the provisions of the Volstead Act. |
| | | ★ | 7. report on the efforts of prohibition agents to enforce prohibition. |
| | | ★ | 8. explain why prohibition was viewed by many Americans as an infringement of their individual freedom. |
| | | ★ | 9. debate whether an individual should be expected to give up his freedom to the extent of conforming to dominant standards of behavior. |
| | | | C. Political Conservatism |
| politics | | ★ | 1. define political conservatism. |
| | | ★ | 2. name the Presidents who served during the 1920's and state the party to which they belonged. |
| | | ★ | 3. discuss the scandals associated with the Harding Administration. |
| | | ★ | 4. express the significance of Harding, Coolidge, and Hoover's views on the role of government and business in the nation's economy. |
| | | ★ | 5. relate Coolidge's stand on the war debt owed to the United States by European nations. |
| | | ★ | 6. describe the positions of Harding, Coolidge and Hoover on the tariff issue. |
| | | ★ | 7. describe the government's response to strikes during the 1920's. |

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| | | ★ | 8. locate and judge the political conservatism illustrated by important decisions made by the Supreme Court during the decade. |
| | | ★ | 9. appraise the political conservatism in the following quotes: "Back to Normalcy" and "The business of the nation is business." |
| | | ★ | 10. compare the political climate of the 1920's with the Progressive Era. |
| | | ★ | |
| | | | D. Women's Rights |
| reform | ★ | ★ | 1. review the women's rights movement in America. |
| | ★ | ★ | 2. identify several important leaders in the women's rights movement. |
| | ★ | ★ | 3. identify the 19th Amendment. |
| | ★ | ★ | 4. list methods used by women to gain the right to vote. |
| | ★ | ★ | 5. explain why many people opposed woman suffrage. |
| | ★ | ★ | 6. discuss gains made by women for equality in politics and in economics. |
| | ★ | ★ | 7. list some areas of discrimination against women today. |
| | ★ | ★ | 8. discuss the proposed Equal Rights Amendment. |
| | | | E. Automobile, Mass Media, Culture, and Social Changes |
| | ★ | ★ | 1. discuss changes in the American population and economy in the 1920's which made conflicts in values almost inevitable. |
| | ★ | ★ | |
| values | | ★ | 2. identify the traditional values which seemed to be threatened most. |
| | | ★ | 3. compare value conflicts today with those of the 1920's. |
| | | ★ | 4. define fundamentalism. |
| | ★ | ★ | 5. explain why fundamentalists felt threatened in the 1920's. |
| | | ★ | 6. define materialism as it applies to society and its values. |
| | | ★ | 7. debate if Americans became more materialistic in the 1920's. |
| | ★ | ★ | 8. debate if materialistic values weaken a society. |
| | ★ | ★ | 9. explain how automobiles, movies, radio and spectator sports changed American culture. |
| | ★ | ★ | 10. list inventions and technological changes introduced during the 1920's. |
| technology | | ★ | 11. list some of the "heroes" of the 1920's. |
| | | ★ | 12. debate "Heroes are a reflection of our values." |
| | | | 13. analyze the 1920's as a period of conflict of values. |
| | | | XI. Great Depression and the New Deal |
| | | | A. Depression: Definition and General and Specific Causes |
| depression | ★ | ★ | 1. list the characteristics of a depression. |
| | ★ | ★ | 2. discuss specific examples of the causes of the depression beginning in 1929. |
| | ★ | ★ | 3. describe the efforts of President Hoover to solve America's economic problems. |

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| | | | **B. Impact of the Depression** |
| | ★ | ★ | 1. explain how each of the following was affected by the depression: migrants, banks, industry, farmers, stock market, unemployed. |
| | ★ | ★ | 2. describe the effects of the depression on a typical American family. |
| | ★ | ★ | 3. discuss how American families responded to the problems of the depression. |
| | | | **C. New Deal Programs and Agencies** |
| reform | ★ | ★ | 1. compare Roosevelt's economic philosophy with that of Hoover. |
| | ★ | ★ | 2. describe the New Deal activities in each of the following areas: relief, recovery, reform. |
| | ★ | ★ | 3. list examples of New Deal programs with each of the following purposes: relief, recovery, reform. |
| | | ★ | 4. evaluate the effectiveness of New Deal programs designed to accomplish each of the following goals: stabilize financial institutions, stimulate the economy, improve rural life, reduce unemployment, promote economic and social reform. |
| | | ★ | 5. explain the NRA. |
| | | ★ | 6. list the various activities of the Tennessee Valley Authority. |
| | ★ | ★ | 7. list the arguments supporting and opposing the New Deal. |
| | ★ | ★ | 8. evaluate the effectiveness of the New Deal. |
| | ★ | ★ | 9. evaluate the present programs and agencies designed to prevent the repeat of a depression as severe as 1929. |
| | ★ | ★ | 10. differentiate between the attacks on the New Deal from the Right and from the Left. |
| | | ★ | 11. describe the development of labor unions in the 1930's (National Labor Relation Act, C.I.O.). |
| | | | **D. Franklin D. Roosevelt** |
| | ★ | ★ | 1. discuss the life and activities of Franklin Roosevelt before he was elected President. |
| leadership | ★ | ★ | 2. identify the personal characteristics of Roosevelt which were significant in his presidency. |
| | ★ | ★ | 3. explain how Roosevelt reestablished confidence in the government. |
| | ★ | ★ | 4. recognize that Roosevelt did not end the depression. |
| | ★ | ★ | 5. list examples of ways Roosevelt expanded the institution of the presidency. |
| | ★ | ★ | 6. list examples of ways Roosevelt expanded the role of the national government in the economy. |
| | | ★ | 7. explain how Roosevelt formed a new Democratic party majority. |

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| culture | ★ | ★ | E. Culture and Society in the Thirties |
| | | ★ | 1. describe examples of mass media in the 1930's including radio, movies, comics. |
| | | ★ | 2. identify examples of modernist influences in architecture and design. |
| | | ★ | 3. interpret the literature of the 1930's (i.e., William Faulkner and John Steinbeck). |
| | | ★ | 4. identify the music of the 1930's. |
| | | | XII. World War II |
| | ★ | ★ | A. Dictators and Neutrality |
| totalitarianism | ★ | ★ | 1. explain the rise of Benito Mussolini as dictator of Italy. |
| leadership | ★ | ★ | 2. analyze the rise of Adolf Hitler as dictator of Germany. |
| | ★ | ★ | 3. describe the military influences important in Japan in the 1930's. |
| | ★ | ★ | 4. explain the impact of Josef Stalin's rule on the U.S.S.R. |
| neutrality | ★ | ★ | 5. describe the passage of a series of Neutrality Acts by Congress in the 1930's. |
| | ★ | ★ | 6. analyze how the U.S. began to shift gradually from a policy of neutrality to involvement in the late 1930's. |
| cause and effect | ★ | ★ | 7. discuss the causes of World War II (i.e., Versailles Treaty, Totalitarian Philosophies, Master Race Concept, etc.). |
| conflict | ★ | ★ | 8. explain the significance of the Destroyer Deal with England in 1940. |
| | ★ | ★ | 9. describe the importance of the Lend Lease Act passed by Congress. |
| internationalism | ★ | ★ | 10. analyze the significance of the Atlantic Charter developed in August, 1941. |
| | ★ | ★ | B. Pearl Harbor |
| | | ★ | 1. analyze the history of Japanese-American relations. |
| | | ★ | 2. explain the importance of the breaking of the Japanese secret code. |
| | ★ | ★ | 3. analyze the impact of U.S. economic sanctions against Japan. |
| | | | 4. appraise the long-term and short-term impact of the Japanese bombing of Pearl Harbor. |
| | ★ | ★ | C. Strategy, Weapons, and Battles, Hiroshima |
| diplomacy | | ★ | 1. analyze the importance of the Germany-First strategy developed by the U.S. |
| | | ★ | 2. analyze the important diplomatic meetings held by the Allies during World War II, especially Yalta. |
| technology | ★ | ★ | 3. explain the significane of new electronic developments such as sonar and radar, et. al. |
| | ★ | ★ | 4. describe the importance of the Manhattan Project. |
| | ★ | ★ | 5. explain the development of the convoy system as a means to aid England and our other Allies. |
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| mobilization | | ★ | 6. analyze the impact of Allied bombing of Germany. |
| | ★ | ★ | 7. explain the defeat of the Afrika Korpsin North Africa. |
| | ★ | ★ | 8. describe the Mediterranean operations which led to the invasions of Sicily and Italy. |
| | ★ | ★ | 9. explain the importance of the invasion of Normandy (D-Day), June 6, 1944. |
| | ★ | ★ | 10. describe the victories experienced by the Allies in France in 1944. |
| | | ★ | 11. analyze the importance of the war against Germany on the Eastern front (Stalingrad). |
| | ★ | ★ | 12. describe the importance of the Underground as a part of the war against Hitler. |
| | ★ | ★ | 13. recognize the importance of the Battle of the Bulge. |
| | | ★ | 14. analyze Allied strategy involved with the capture of Berlin. |
| | ★ | ★ | 15. describe the importance of the Nuremberg Trials (Extermination Camps). |
| | ★ | ★ | 16. explain how the U.S. carried on an aggressive war against Japan. |
| | ★ | ★ | 17. describe the early victories won by the Japanese in the South Pacific (the capture of the Philippines et. al.). |
| | | ★ | 18. analyze the importance of Doolittles' Raid on Tokyo. |
| | ★ | ★ | 19. explain the importance of the Battles of the Coral Sea and Midway as turning points in the Pacific War. |
| | ★ | ★ | 20. explain the significance of the Battle of Guadalcanal. |
| | ★ | ★ | 21. analyze the Leap Frog strategy developed by Douglas MacArthur. |
| | ★ | ★ | 22. describe the importance of the aircraft carrier as a naval weapon in the Pacific War. |
| | | ★ | 23. explain the importance of General Joseph Stillwell and the Allied efforts in China against Japan. |
| | | ★ | 24. identify the importance of the late battles in the South Pacific such as Iwo Jima and Okinawa. |
| | ★ | ★ | 25. analyze the rationale involved in the uses of the Atomic bomb against the Japanese. |
| | ★ | ★ | 26. appraise the short and long term effect of Hiroshima and Nagasaki. |
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| | | | D. Home Front |
| | ★ | ★ | 1. describe industries role which made the U.S. the supply base for the Allies during World War II. |
| mobilization | ★ | ★ | 2. explain the draft system developed in the U.S. |
| | ★ | ★ | 3. analyze how the work force expanded as needed during the War (women working) |
| | ★ | ★ | 4. describe how the Unions contributed to the war effort. |

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| | ★ | ★ | 5. explain the importance of the Fair Employment Practices Commission. |
| | ★ | ★ | 6. analyze farmer prosperity during the War. |
| | ★ | ★ | 7. appraise the Federal government's efforts to fight inflation during the war (price controls - rationing). |
| | ★ | ★ | 8. explain how the War was financed by the American government. |
| | ★ | ★ | 9. analyze why the Japanese-Americans were mistreated. |
| | | ★ | 10. appraise why World War II is considered a "popular war." |
| | | | XIII. Cold War and Detente |
| | | | A. Europe |
| cold war | ★ | ★ | 1. define what is meant by the term Cold War. |
| | ★ | ★ | 2. define what the term containment means. |
| | ★ | ★ | 3. describe the economic and political conditions which existed in Europe after World War II. |
| | ★ | ★ | 4. explain what Churchill meant by the term "Iron Curtain." |
| conflict | ★ | ★ | 5. explain what is meant by the Truman Doctrine. |
| | | ★ | 6. analyze the significance of the Marshall Plan. |
| | ★ | ★ | 7. describe the development of the Berlin Blockade and subsequent airlift. |
| | ★ | ★ | 8. discuss the development of the North Atlantic Treaty Organizati. |
| | ★ | ★ | 9. explain the development of the Warsaw Pact in the 1950's. |
| | ★ | ★ | 10. describe the Hungarian Revolt in 1956. |
| | | ★ | 11. describe the importance of the European Common Market. |
| communism | | ★ | 12. evaluate the effectiveness of Russian control of Eastern Eurpean satellites (i.e., Czechoslovakia, Poland, etc.). |
| | | ★ | 13. describe how the United States and the Soviet Union emerged as the two post War II superpowers. |
| | | | B. Korea |
| | | ★ | 1. describe how this area was divided as a result of World War II. |
| foreign policy | ★ | ★ | 2. explain North Korea's invasion of S. Korea and Truman's subsequent action. |
| | | | 3. recognize the importance of the U.N. Security Council's action in response to the invasion (police action). |
| | | ★ | 4. describe the important campaigns of the Korean War. |
| | | ★ | 5. analyze the dismissal of General Douglas MacArthur as commander of U.N. Forces |
| | ★ | | 6. explain the Korean War as a virtual stalemate. |
| | | ★ | 7. explain subsequent problems which have developed because of the continued division of Korea. |

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| | | | **C. China** |
| | ★ | ★ | 1. explain U.S. support of Chiang Kai Shek after World War II. |
| | ★ | ★ | 2. explain the victory which Mao Tse Tung and his Communist followers won in 1949. |
| | | ★ | 3. describe U.S. continued support of Nationalist China on Taiwan in the 1950's and 1960's. |
| | | ★ | 4. explain China's involvement in the Korean War. |
| | | ★ | 5. examine U.S. policy toward Red China in the 1950's and 1960's. |
| | ★ | ★ | 6. analyze President Nixon's visit to mainland China in 1972 and "Ping Pong" diplomacy. |
| foreign policy | ★ | ★ | 7. evaluate recent U.S. China Policy. |
| | ★ | ★ | |
| | | | **D. Cuba** |
| | ★ | ★ | 1. describe the type of government which existed in Cuba under Fulgencio Batista. |
| | ★ | ★ | 2. explain the revolt led by Fidel Castro and its subsequent success. |
| | ★ | ★ | 3. analyze American involvement in the Bay of Pigs invasion. |
| | ★ | ★ | 4. describe what is meant by the term Fidelisimo. |
| | ★ | ★ | 5. explain the development of the Alliance For Progress. |
| | ★ | ★ | 6. analyze the development of the Cuban Missile Crisis of 1962. |
| | ★ | ★ | 7. describe the chronic problem which Cuba has been to the U.S. even to the present. |
| | ★ | ★ | 8. evaluate current U.S.-Latin American relations. |
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| | | | **E. Vietnam** |
| foreign policy | | ★ | 1. describe the political conditions in S.E. Asia after World War II. |
| | | ★ | 2. explain America's support of the French in the struggle with Ho Chi Minh. |
| | ★ | ★ | 3. define the domino theory. |
| | | ★ | 4. explain U.S. support of a South Vietnamese government in the 1950's and 1960's. |
| conflict | ★ | ★ | 5. describe the escalation of U.S. involvement in Vietnam, especially during the presidency of Lyndon B. Johnson. |
| | | ★ | 6. analyze the "Vietnamization" policy as developed by President Nixon. |
| | | ★ | 7. appraise the long-term effects of U.S. involvement in Vietnam. |
| | | ★ | 8. compare the positions of Hawks and Doves on the Vietnam War. |
| | | ★ | 9. list the various groups in American society who opposed the Vietnam War. |
| | | ★ | 10. discuss examples of the methods used to protest the Vietnam War. |
| dissent | | ★ | 11. evaluate the impact of media, including television, in influencing American's opinion on the Vietnam War. |
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| | | ★ | 12. debate the circumstances under which a citizen in a democracy may deliberately violate the laws. |
| | | ★ | 13. explain the effect of the various protests and demonstrations on the actual foreign policy decisions relative to the Vietnam War. |
| | | ★ | |
| | | | F. Middle East |
| foreign policy | | ★ | 1. explain the role the United States played in the development of an independent state of Israel. |
| | | ★ | 2. describe the importance of oil from the Middle East. |
| | | ★ | 3. explain U.S. support of Israel. |
| trade | | ★ | 4. describe the importance of Gamal Nasser as head of the Egyptian government. |
| | | ★ | 5. explain the Suez Crisis. |
| | | ★ | 6. define what is meant by the Eisenhower Doctrine. |
| foreign policy | ★ | ★ | 7. explain the chronic problem caused by the Arab-Israeli Conflict. |
| | | ★ | 8. describe the importance of the oil embargo in the early 1970's. |
| | | ★ | 9. explain the activities of OPEC (Organization of Petroleum Exporting Countries). |
| | | ★ | 10. explain the causes for U.S.-Iranian conflict. |
| | | ★ | 11. evaluate current U.S.-Mideast policy. |
| | | | G. United Nations |
| internationalism | ★ | ★ | 1. describe U.S. involvement in the founding of the United Nations. |
| | ★ | ★ | 2. describe the basic structure of the U.N. and how it functions (security council, general assembly, etc.). |
| | | ★ | 3. analyze the effectiveness of the U.N. in dealing with various threats to peace in the period 1945-1980. The Middle East, Korea crisis, Veitnam, Iran et. al. |
| | | ★ | 4. evaluate the effectiveness of the economic and social organizations of the U.N. |
| | | ★ | |
| | | | H. Detente |
| detente | ★ | ★ | 1. define the term detente. |
| | | ★ | 2. describe the policy of brinkmanship as associated with John Foster Dulles. |
| | | ★ | 3. explain the development of the policy of peaceful coexistence in the 1950's after the death of Stalin. |
| | | ★ | 4. describe the development of Summit Meetings in the late 1950's. |
| | | ★ | 5. explain the impact of Khruschchev's visit to the U.S. in 1959. |
| | | ★ | 6. analyze the effect of the U-2 Incident on U.S.-Soviet Relations. |
| | | ★ | 7. explain the importance of the Test-Ban Treaty of 1863. |
| | | ★ | 8. describe the development of the Nonproliferation Treaty of 1968. |

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| | | ★ | 9. analyze the development of SALT which led to SALT I and potentially SALT II. |
| | | ★ | 10. describe the softening of relations between the U.S. and the USSR after the Cuban Missle Crisis. |
| | | ★ | 11. list examples of scientific, economic, cultural cooperation between the U.S. and USSR. |
| | | ★ | 12. debate the effectiveness of detente as U.S.-Soviet policy. |
| | | ★ | |
| | | | XIV. Post-War Domestic Developments |
| | | | A. McCarthyism |
| intolerancy | ★ | ★ | 1. explain the threat of communist subversion in the U.S. in the post-war period. |
| | | ★ | 2. evaluate the laws passed to deal with this threat (National Security Act 1947). |
| | | ★ | 3. list examples of investigations by the House UnAmerican Activities Committee (i.e., Chambers-Hiss). |
| loyalty | | ★ | 4. evaluate the methods used to combat Communist subversion (loyalty checks, HUAC) |
| | ★ | ★ | 5. report the major events in the career of Joseph McCarthy. |
| | | ★ | 6. compare the contrasting views of McCarthy and his methods. |
| | | ★ | 7. debate the rights of the Communist Party in a democratic society. |
| | | ★ | 8. identify the significance of the Rosenberg case. |
| | | | B. Elections and Politics |
| politics | | ★ | 1. analyze the background of Harry Truman which would qualify him to be President. |
| | | ★ | 2. explain the Fair Deal program as developed by Harry Truman. |
| | ★ | ★ | 3. analyze the upset victory won by Harry Truman in the Presidential Election of 1948 |
| | | ★ | 4. list candidates and issues in the elections from 1952 to the present. |
| | | ★ | 5. discuss the characteristics and qualifications of presidential candidates during the period 1952-1980. |
| | | ★ | 6. evaluate the role of the media in the election process in America. |
| leadership | | ★ | 7. explain the reasons for landslide elections. (1964, 1972, 1980) |
| | | ★ | 8. compare the political philosophy of the Republican and Democratic Parties during the period 1952-1980. |
| | | ★ | 9. identify political issues and positions on proposed legislation in terms of Liberal/Conservative. |
| | | ★ | 10. identify political issues and positions on proposed legislation in terms of Republican/Democratic support. |
| | | ★ | 11. interpret the role of third party or independent candidates in American politics. |
| | ★ | ★ | 12. describe in detail the life of one post-war president. |

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| | | ★ | C. Watergate |
| government | | ★ | 1. list the events of the 20th century which resulted in increasing powers of the presidency. |
| checks and balance | | ★ | 2. identify the actions of the Nixon administration which led to his ultimate resignation. |
| | | ★ | 3. explain the procedures for presidential succession established by the 25th Amendment. |
| | ★ | ★ | 4. recall the major events of "Watergate." |
| | | ★ | 5. evaluate the change in the powers of the presidency resulting from Watergate. |
| | | | D. Labor Unions |
| labor unions | | ★ | 1. explain labor unrest after World War II. |
| | ★ | ★ | 2. list new groups of workers who were unionized during the post war period. |
| | ★ | ★ | 3. explain provisions of the Taft-Hartley Act. |
| | | ★ | 4. explain provisions of the Landrum Griffin Act. |
| | | ★ | 5. report problems resulting from corruption in Labor Unions. |
| | | ★ | 6. evaluate the role of unions in politics. |
| | | ★ | 7. debate the right of public employees to strike. |
| | | ★ | 8. relate the goals of labor unions and the productivity rate in America. |
| | | | E. Post-War Economics |
| | | ★ | 1. review the phases of the business cycle (recession, depression, recovery, inflation). |
| | | ★ | 2. list characteristics of each stage of the business cycle. |
| | | ★ | 3. interpret economic indicators. |
| inflation | | ★ | 4. evaluate the effect of inflation and recession on specific groups of Americns. |
| | | ★ | 5. explain the way each of the following may be used by the government to influence the economy: fiscal policy, monetary policy, direct controls, voluntary controls. |
| reform | | ★ | 6. explain why America's dual economic problem of unemployment and inflation is difficult to solve. |
| | | ★ | 7. compare cost push inflation with demand pull inflation. |
| | | ★ | 8. evaluate the effectiveness of Kenndy's efforts to curb inflation. |
| | | ★ | 9. describe projects initiated by Johnson as part of the "War on Poverty." |
| economics | | ★ | 10. evaluate the effectiveness of the war on poverty programs. |
| | | ★ | 11. evaluate the effectiveness of Nixon's Wage Price Freeze. |
| | | ★ | 12. describe Carter's economic policies. |

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| | | ★ | XV. Civil Rights |
| | | | A. From Reconstruction Through World War II |
| democracy | | ★ | 1. describe the efforts of Congress after the Civil War to give black freedom and equality. (Review 13th, 14th and 15th Amendments) |
| | | ★ | 2. describe the efforts to protect blacks against violations of their rights. |
| discrim- | | ★ | 3. describe the efforts, of the South to legislate segregation. |
| ination | | ★ | 4. discuss the effect of the Plessy vs. Ferguson decision. |
| reform | | ★ | 5. discuss effect of William vs. Mississippi decision. |
| | | ★ | 6. explain the purpose of the Fair Employment Practices Committee (1941). |
| | | | B. Prejudice and Discrimination |
| intolerance | | ★ | 1. define prejudice. |
| | | ★ | 2. list several causes of prejudice and discrimination. |
| | | ★ | 3. define racism. |
| | | ★ | 4. debate the causes of racism. |
| | | ★ | 5. identify some of the organized groups that seem to encourage feelings of prejudice. |
| | | ★ | 6. relate specific evidence of discrimination against blacks, Indians, women, Jews, religious groups, Hispanics, etc. |
| | | | C. Major Civil Rights Organizations |
| leadership | | ★ | 1. describe the goals, methods and achievements of black muslim civil rights organizations, i.e., NAACP, SCLC, SNCC, CORE, OEO, Black Panthers, National Urban League, etc.). |
| | | ★ | 2. discuss the philosophical approach to equality of important civil rights leaders. (i.e., Booker T. Washington, Wm. E.B. Dubois, Martin Luthur King, Malcolm X, Stokely Carmichael, Ralph David Abernathy, Rev. Jesse Jackson, Marcus Garvey, etc.) |
| | | ★ | 3. describe the important civil rights organizations (i.e., Indian, Chicano, women, etc.). |
| | | | D. Methods of Civil Rights Movement |
| conflict | ★ | ★ | 1. describe the methods of the Civil Rights movement (sit-ins, protests, boycotts, constitutional amendment, legislation, voter registration). |
| | | ★ | 2. describe the methods of the black power movement. |
| | | ★ | 3. assess the effect of the fight for Negro equality on equality for other minority groups. |
| | | ★ | 4. explain how the civil rights movement has affected criminal justice and court decisions. |

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| | | ★ | 5. compare the methods of the various civil rights organizations. |
| democracy | | ★ | 6. discuss the importance of the leadership in civil rights groups to social order or discord. |
| | | | E. Major Achievements |
| | | ★ | 1. discuss the importance of the desegregation of the military establishment. |
| reform | | ★ | 2. discuss examples of how each branch of the federal government helped protest groups achieve their goals. |
| | | ★ | 3. compare the achievements of the civil rights movement between 1865 and World War II with achievements since World War II. |
| | | ★ | |
| | ★ | ★ | 4. list several examples of "Jim Crowism" that have been overcome by the civil rights movement since 1954. |
| | | ★ | 5. debate the success or failure of the civil rights movement. |
| | | ★ | 6. explain why the 1965 Voting Rights Act was a major achievement. |
| | | ★ | 7. discuss the role of the federal government in achieving equality. |
| | | ★ | 8. discuss the Brown vs. Board of Education of Topeka decision. |
| integration | | ★ | 9. discuss the effect of the Brown decision on race relations, equality, economic opportunity, and social mobility. |
| | | ★ | 10. discuss how the first (1865-1877) and second (1954-present) Reconstructions are similar and different. |
| | | ★ | |
| | ★ | ★ | 11. discuss the importance to the civil rights movement of the following: Little Rock incident, 1957; President Kennedy's Committee on Equal Opportunity, 1961; 24th amendment; James Meredith; Civil Rights Act, 1964; War on Poverty; Selma march; Gov. George Wallace; Gov. Orville Faubus; Watts riot; Black Power; busing; housing. |
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| | | | F. Martin Luther King |
| leadership | ★ | ★ | 1. describe Martin Luther King's protest philosophy. |
| | ★ | ★ | 2. discuss King's leadership in the 1955-56 bus boycotts in Montgomery, Alabama. |
| | | ★ | 3. discuss King's role in the formation of the Southern Christian Leadership Conference. |
| | | ★ | 4. describe the methods and goals of the SCLC. |
| | | ★ | 5. relate the main theme of King's "I have a dream" speech. |
| | | ★ | 6. discuss the murder of King. |
| | | ★ | 7. appraise the effect of his death on the civil rights movement. |

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| | | ★ | G. Current Problems |
| reform | | ★ | 1. discuss the conclusions of the Kerner Commission study reported in 1968. |
| | | ★ | 2. discuss several probable causes of unrest in American society (i.e., slums, poverty, prejudice, and inequality in education, employment, housing, police-community relations, justice). |
| | | ★ | |
| | | ★ | 3. propose possible ways to prevent the violence and segregation predicted by the Kerner Commission. |
| | | ★ | |
| conflict | | ★ | 4. formulate an hypothesis and give evidence to show whether the races are moving together or moving apart. |
| | ★ | ★ | 5. debate a current civil rights issue (i.e., busing, Title IX, etc.). |
| | | | XVI. Modern Technology |
| | | | A. To the Moon |
| technology | | ★ | 1. explain the importance of Robert Goddard as an early explorer of rocket propulson. |
| | | ★ | 2. recognize the contributions of the Germans to Rocket technology. |
| | | ★ | 3. analyze the influence of Sputnik on America's space program and education program. |
| | | ★ | |
| | ★ | ★ | 4. describe America's space program in the 1960's leading to the landing on the moon. |
| | | ★ | 5. explain the present space shuttle program. |
| | | ★ | 6. describe the explorer satellite program. |
| | | ★ | 7. list examples of spin-offs from space program which had consumer applications. |
| | | | B. Automation/Technology |
| | ★ | ★ | 1. define automation. |
| | ★ | ★ | 2. define technology. |
| | ★ | ★ | 3. list examples of the capabilities of automation and computerization. |
| | | ★ | 4. evaluate the impact of automation and computerization on American society. |
| | | ★ | 5. describe changes in medical and health technology. |
| | | | C. Mass Media/Culture |
| | | ★ | 1. identify developments in music, literature, art, movies, magazines 1950's thru 1980's. |
| | | ★ | 2. describe the impact of television on American society. |
| | | ★ | 3. predict the future developments in mass media and their impact on American society. |

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| culture | | ★ |
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| change | ★ | ★ |
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| future | ★ | ★ |

D. Social Change

1. analyze the growth of suburban areas and the deterioration of the cities.
2. describe examples of conformity in the 50's.
3. describe examples of the counter culture of the 1960's.
4. describe the movement to improve the environment in America.
5. describe changes in the American family 1950-1980's.
6. debate the changing importance of the individual in modern American society.
7. predict the role of the government in life of the individual in the future.
8. analyze the predictions of futurists about American society.

## WORLD HISTORY/CULTURES

The world history/cultures course of study emphasizes past cultures and their contributions to modern civilizations. The teacher should use it as a guide to help explain the interrelationship of past events, current affairs, and possible future trends. The introductory section should be incorporated throughout the scope and sequence.

The content for Western civilization is shown here in a chronological format; however, it could be organized into a topical study or thematic approach. The non-Western areas have been developed in a historical-cultural approach by region.

No matter which of these formats is prefered by the teacher, major concepts should be stressed. Some examples are progress, conflict, nationalism, and imperialism. Concepts help to show relationships and they also help provide meaning and clarity.

### GOALS

1. The students will be able to locate, acquire, organize, evaluate and communicate information.

2. The students will be able to interpret information from maps and globes, and to understand time and spacial relationships.

3. The students will have an appreciation of and a personal commitment to their rights and responsibilities as a citizen in a democratic society.

4. Students will value their own self-worth and respect the dignity of others.

5. Students will have an appreciation of the ideals and traditions of others.

6. The students will appreciate the creativity and diversity of human cultures.

7. The students will develop an understanding of the history and heritage of our nation and the world that will enable them to deal with political, economic, and social aspects of their world.

8. The students will have an understanding of the relationship between mankind and earth.

## CONTENT OUTLINE FOR WORLD HISTORY/CULTURES

I. Introduction
   A. Definition
   B. Purposes
   C. Sources of History
   D. History
   E. Time and Chronology

II. Prehistoric Period
   A. Stone Age
   B. Bronze Age

III. Ancient Civilizations
   A. Development
   B. Egypt
   C. Mesopotamia
   D. Non-Western (India, China, Africa)

IV. Classical Age
   A. Greece and Rome (Introduction)
   B. Classical Greece
   C. Roman Republic
   D. Roman Expansion
   E. Civil War
   F. Roman Empire
   G. Roman Culture
   H. Christianity
   I. Roman Collapse

V. Medieval Era
   A. Medieval Institutions
   B. Byzantine, Moslem and Charlemagne Empires
   C. Crusades

VI. Nationalism, Renaissance and Reformation
   A. Nationalism
   B. Renaissance
   C. Reformation
   D. Age of Discovery

VII. Enlightenment, Revolution and Reaction
   A. Political Change
   B. Industrial Revolution
   C. Scientific and Cultural Progress

VIII. 19th Century Nationalism and Imperialism
   A. Nationalism
   B. Imperialism

IX. 20th Century
- A. World War I
- B. World War II

X. The Contemporary World
- A. Post War Europe
- B. Third World Nations
- C. Science/Technology
- D. Social Trends
- E. World Diplomacy
- F. World Futures

XI. Latin America
- A. Culture/History

XII. U.S.S.R.
- A. Culture/History

XIII. Middle East
- A. Culture/History

XIV. Africa
- A. Culture/History

XV. India
- A. Culture/History

XVI. China
- A. Culture/History

XVII. Japan
- A. Culture/History

The student will be able to:

I. Introduction

A. Definition

1. define history as the study of all mankind.
2. explain that history may be studied at many levels (e.g., personal, regional, national, world).
3. discuss the interpretations of the meaning of history (e.g., Christian, cyclical, dialectic, etc.).
4. formulate his/her own definition of history.

B. Purposes

1. explain that one purpose of history is to chronicle events (change).
2. interpret past events to provide meaning for the present and future.
3. explain selfhood through an awareness of their own context in time and space (e.g., regional, national and world history and culture).

cause/effect

4. explain casual relationships in the context of the past, present and future.
5. recognize that historical events have multiple causes.

institutions

6. describe specific institutions that developed to carry out the basic functions in a society.
7. explain the importance of traditions and customs and their impact on change.

concepts

8. identify key focusing concepts in the study of world history and cultures (e.g., progress, revolution, culture).

values/beliefs

9. explain that the values and beliefs of an individual or society are influenced by the experiences and cultural background of the individual or society.

C. Sources of History

1. identify the primary sources of history (e.g., original manuscripts, autobiography, archeological materials, etc.).
2. identify secondary sources of history (e.g., monographs, textbooks, historical novels, biographies, movies, etc.).
3. demonstrate the use of primary and secondary source materials in historical research.

frame of reference

4. define and identify a frame of reference.
5. distinguish between a hypothesis, opinion, and historical fact.
6. evaluate the validity or adequacy of historical sources for particular uses.

D. History

1. explain the factors in planning historical research (i.e., a)narrowing topic and stating questions, hypotheses, b) methods of analysis and constraints, c) identifying initial references).

historical method

2. recognize that complete objectivity in evaluating history is impossible.
3. apply the historical inquiry approach to a given research topic (i.e., problem, data gathering, data analysis, developing hypothesis, test hypothesis, develop conclusions, make generalizations).
4. use methods of historical inquiry appropriate to interests and resources.

E. Time and Chronology

1. compare the age of man to the age of the earth.

time

2. explain briefly the difference between the periods of history and give approximate dates (i.e., prehistoric, ancient, classical, medieval and modern).
3. use accurately the various methods of indicating time in history (i.e., B.C., A.D., century, decade).
4. place significant historical events in chronological order.

II. Prehistoric Period

A. Stone Age

prehistoric

1. list the differences between paleolithic and neolithic people.
2. list some of the vital discoveries of the Stone Age (hunting, tool making, painting, religious beliefs).
3. explain some of the beliefs of prehistoric religions and their relationship to daily life.

innovation

4. define the agricultural revolution and how it changed mankind's way of living.
5. recognize the benefits of living in a community.
6. explain that from community living governments were organized.

B. Bronze Age

culture change

1. compare the Bronze Age cultural developments with that of the Stone Age.
2. identify some of the major changes that occurred in the Bronze Age.
3. identify terms such as specialization of labor, centralized government.
4. explain the importance of writing, improvements such as the calendar and improved farming techniques.

III. Ancient Civilizations

A. Development

civilization
diffusion

1. identify major characteristics of a civilized society.
2. state reasons why ancient civilizations began along river valleys.
3. locate the early centers of civilization on a map and describe the key geographic features near these centers.
4. explain how civilization spread and ideas were exchanged (contact, imitation, diffusion, trade, immigration).
5. identify early steps toward civilization (farming, writing, religion, government, trade, social structure).

B. Egypt

heritage

1. explain the geography of the Nile Region.
2. describe the major events in the rise and decline of the Egyptian Empire.
3. identify some of the contributions of the Egyptians. (Engineering, embalmbing, hieroglypic writing, irrigation, autocratic government, centralized government, medicine, religion and the concept of life after death.)

C. Mesopotamia

geography/culture

religion

1. compare the geography, climate, and civilization of Mesopotamia with Egypt.
2. locate on a map the early centers of civilization in the Tigris and Euphrates valley.
3. identify some of the contributions of these various civilizations to modern man (Babylonian, Assyrian, Ancient Persian).
4. evaluate Hammurabi's code of laws in relation to present day laws of western societies.
5. identify some of the contributions of the Jewish people in the area of religion (ethical monotheism and its significance for our Judeo-Christian heritage).

D. Non Western (India, China, Africa)

1. locate the early civilizations in India, China and Africa.
2. compare briefly these civilizations with Egypt and Mespotamia.

IV. Classical Age

A. Greece and Rome (Introduction)

geography

1. compare ancient and classical civilizations explaining similarities and differences.
2. describe the influence of geography on history with examples from classical Greece and the Roman Empire.
3. describe the geographic features of Europe.

4. recognize that classical civilizations developed styles which continue to modern times.
5. list methods of spreading culture and values.

B. Classical Greece

1. trace the origin and sources of Greek civilization (Mycenae, Cretan, Dorian cultures).
2. list the factors uniting and dividing Greek City States.
3. locate the major Greek City States on a map.
4. explain the importance of Greek religion and mythology on the culture of Greece.

culture

5. discuss the evolution of self government, independence and democracy from the Age of Kings, Rise of Nobles, Age of Tyrants to the Golden Age of Pericles.

democracy

6. describe Athenian Democracy at its height during the time of Pericles.
7. identify the Persian and Peloponnesian Wars.
8. compare Athens and Sparta in terms of government, commerce, family, cultural works, etc.
9. list contributions of Hellenic and Hellenistic culture to Western Civilization (medicine, mathematics, architecture and physics etc.).
10. compare Greek democracy with democracy in America today, including such ideas as direct representatives and individual freedoms.
11. explain the significance of the life of Alexander the Great in Greek History.

philosophy

12. recognize the contributions of Socrates, Plato, and Aristotle to Western thinking.

C. Roman Republic

1. identify early peoples in Italy.
2. trace Roman expansion in Italy.

culture

3. study the importance of the family, education, and religion in Roman culture.

D. Roman Expansion

conflict

1. identify the major events in the growth of the Roman Empire (i.e., Punic Wars, etc.).
2. identify problems of Roman expansion.

E. Civil War

1. identify Democratic reformers.
2. analyze military rule.

leadership

3. explain the significance of Julius Caesar in Roman History.

F. Roman Empire

1. discuss the importance of the Golden Age of Octavian.
2. discuss the Julian Emperors and their reign.

Peace

3. explain the significance of "Pax Romana" (i.e., trade, government, transportation).
4. locate the boundries of the Roman Empire at various stages of growth and decline.

G. Roman Culture

1. describe living conditions of the variety classes.
2. list contributions of Rome to Western Civilizations.

heritage

3. describe the basic Roman concepts of government, legal principals and justice.
4. compare Greek and Roman cultures.

H. Christianity

1. describe the life and teaching of Jesus.
2. analyze the influence of Jesus' teachings.

religion

3. state examples of Christian beliefs.
4. analyze reasons for persecutions.
5. illustrate the ways the church was organized.
6. explain the value of writings of St. Paul.

I. Roman Collapse

multiple causation

1. analyze steps leading to decline (i.e., civil wars, invasions).
2. analyze problems of the Empire during the times of Diocletian and Constantine.

contact

3. recognize influence of Germanic invasions.
4. list causes of Roman decline.
5. describe the results of the decline of Roman Empire.
6. evaluate decline in comparison to weaknesses found in cultures during other times.

V. Medieval Era

A. Medieval Institutions

1. describe the role of the Church in the Medieval Age.

feudalism

2. recognize why the Feudal System developed.
3. describe the Feudal System.
4. describe Manor Life (i.e., castles and huts).
5. appraise town life in the Medieval Period.

economics

6. describe how goods and services were distributed among people in the Medieval economic system on the manor and in town.

role/status

7. relate the social concepts of role, status, norms and social class to medieval society.
8. compare medieval economic, political and social systems to today.
9. identify examples of medieval contributions to architecture, literature, language, art and science.

B. Byzantine, Moslem and Charlemagne Empires

1. describe what the Byzantium Empire contributed to civilization.

religion

2. describe the basic beliefs of Islam.
3. trace the growth of Islam on a map.
4. list the Moslem contributions to Western civilization.
5. compare the basic beliefs of Judaism, Christianity and Islam.

leadership

6. locate Charlemagnes Empire on a map.
7. relate the political science concepts of leadership, decision-making, institutions and citizenship in describing Charlemagnes political system.

C. Crusades

1. identify the causes of the crusades.
2. explain the results of the crusades.

conflict

3. recognize how trade routes in Europe and Asia were developed.

diffusion

4. evaluate how the crusades changed people's customs.
5. explain the revival of towns through trade and the growth of learning.

VI. Nationalism, Renaissance and Reformation

A. Nationalism

1. define a nation state.

nationalism

2. list the changes taking place in Europe leading to the formation of nation states (decline of feudalism, rise of middle class, trade, etc.).

state

3. describe the process in the formation of a national state using France, England and Spain as examples.
4. explain the terms Divine Right of Kings and Absolute Monarcy using the concepts of leadership, ideology, decision making, institutions and citizenship.

authority

5. compare absolute monarchy with democracy.
6. describe the role of the absolute monarch in the economic system using mercantilism, colbertism, favorable balance of trade, subsidy, etc.

geography

7. locate the newly emerging national state in Europe on a map.

B. Renaissance

change

1. explain the importance of the Renaissance and its effect on peoples attitudes about the world around them.

renaissance

2. explain why the Renaissance began in Italy.
3. identify some of the great artistic accomplishments of the Renaissance.
4. explain why the revival of Greek and Roman learning was a driving force in the Renaissance.

5. identify the difference between medieval and renaissance science, art and literature.
6. identify some of the technological and scientific achievements that were made during this time (i.e., movable type, printed books, theories on the universe, physics and biology).
7. explain why the critical spirit of the Renaissance led men like Galileo into conflict with the Church such as heliocentric theory (sun centered) versus geocentric theory (earth centered).

C. Reformation

change

1. identify some of the problems of the church in the late medieval period (i.e., Great Schism, Babylonian Captivity, etc.).
2. identify the beginning of the Reformation in the country of Germany.

religion

3. explain some of the causes of the Reformation and its impact on Europe (England, France, Scotland, Netherlands and Germany).

institutions

4. list some of the major criticisms of the church by Martin Luther.
5. explain the importance of the printing press - the spread of new ideas.
6. explain the Counter Reformation and the changes it brought to the Catholic Church.

D. Age of Discovery

1. restate that the travels of the crusaders and Italian merchants added much to Europeans' knowledge of geography.

exploration

2. identify some of the new aids and ideas in navigation.
3. identify the importance of early voyages (i.e., Dias, DaGama, etc.).
4. evaluate the importance of Columbus' voyages to the New World.
5. explain how exploration and colonization changed Europe in many ways (i.e., political, economic, social).

colonialism

6. locate the major areas colonized by Spain, Portugal, England, France and the Dutch.
7. explain how this great expansion stimulated a Commercial Revolution (standardization of money, banking, joint-stock companies and capital).

mercantilism

8. construct a diagram showing how mercantilism worked in the sixteenth and seventeenth centuries (triangular trade).
9. discuss the meaning of balance of trade and problems created by an unfavorable balance of trade.
10. explain the role of colonies in the mercantilist theory.
11. compare the similarities between early explorers and astronauts.

VII. Enlightenment, Revolution and Reaction

A. Political Change

| | |
|---|---|
| authority | 1. compare the Divine Right and social contract theories and practices. |
| evolution | 2. trace the development of democracy in England explaining significant events (i.e., Magna Carta, parliment, trial by jury, Habas Corpus, English Revolution, Glorius Revolution, 19th Century Reforms). |
| | 3. relate the writings of the Enlightenment to the scientific attitude and belief in rationalism and natural law. |
| | 4. discuss the contributions and impact of theorists of the age of Enlightenment (Locke, Hobbies, Montesquieu, Rousseau, Voltaire, etc.). |
| revolution | 5. explain why the American Colonies revolted from England (political, economic, social, etc.). |
| democracy<br>freedom | 6. trace the origin of major ideas that were expressed in the Declaration of Independence and the United States Constitution. |
| citizenship | 7. relate the important ideas included in the U.S. Declaration of Independence and Constitution to later events in Europe, Latin America and the contemporary world. |
| rights | 8. list major causes that led to the French Revolution. |
| | 9. explain the importance of the French Revolution and its effects on Europe. |
| leadership | 10. evaluate the accomplishments and failures of Napoleon. |
| | 11. analyze the lasting contributions of the Napoleonic Era on European culture. |
| | 12. describe the conservative reaction to change resulting from the Congress of Vienna. |
| | 13. assess the impact of the Metternich System on Europe. |
| | 14. describe the events that brought the Metternich System to an end in 1848. |
| | 15. compare the American, English and French Revolutions (social change, political change, etc.). |

B. Industrial Revolution

| | |
|---|---|
| change | 1. define and explain the cause of the industrial revolution. |
| production | 2. recognize the necessary components in order for a country to have an industrial revolution (land, labor, capital, management and government support). |
| | 3. relate the major inventions of the early industrial revolution to the factory system. |
| | 4. identify major social changes that occurred as a result of the industrial revolution. |
| social welfare | 5. analyze the significance of the problems created by the industrial revolution. |
| | 6. define and explain the agricultural revolution. |
| interdependence | 7. identify examples of ways in which the industrial and agricultural revolutions have continued into the 20th century. |
| | 8. discuss the aims and achievements of the Labor Movement. |

9. explain the basic economic concepts of Adam Smith (capitalism).

ideology

10. explain some of the solutions socialism offered to problems brought on by the industrial revolution.
11. list the major ideas of Marx and Engels (communism).
12. differentiate between Marx's socialism and democratic socialism.
13. evaluate the influence that the teachings of Marx has had on the world.
14. compare the economic and political ideals and practices of capitalism, socialism and communism.

C. Scientific and Cultural Progress

1. compare medieval with modern science giving examples of men, methods and purpose.
2. recognize that after 1750 the world population tripled.

technology

3. classify and appraise the contributions of significant scientific discoveries in many fields such as medicine, communications, etc.
4. discuss scientific theories that have gained acceptance.
5. identify trends in religion, education and social welfare institutions in the 18th and 19th centuries.

culture

6. identify some of the great musicians and artists and the many varied styles which they developed.
7. explain how literature, art and music reflect the mood and feeling of given eras.

VIII. 19th Century Nationalism and Imperialism

A. Nationalism

1. review the meaning of nationalism.
2. describe the formation of the German and Italian nation states.

nation

3. relate nationalism to imperialism.
4. analyze the impact nationalism had on the Austro-Hungarian Empire and the Turkish Empire.

B. Imperialism

1. define imperialism.
2. analyze the causes of imperialism.
3. explain the revival of imperialism.

imperialism

4. explain how European nations carved up Africa.

colonialism

5. locate on a world map the colonies of European nations by the end of the 19th century.
6. describe the development of the British Empire/Commonwealth.

IX. 20th Century

A. World War I

1. explain forces leading to World War I (i.e., nationalism, imperialism, system of alliances, militarism, anarchy, etc.).

conflict
war

2. place major events in chronological order from the assassination at Sarejeno to Varsaille.
3. describe the type of warfare and weapons used in World War I.
4. explain how Europe was changed following World War I.
5. evaluate the success and failures of the peace conference including the major decisions.

peace

6. evaluate the solution of post-war problems such as disarmament, reparations, and the League of Nations.
7. evaluate the importance of the causes of World War I as possible causes of war in the world today.

B. World War II

totalitarianism

1. describe the development of totalitarian systems in Germany, Italy, and Japan (i.e., ideology, leaders, institutions, policies that contributed to war).

aggression

2. describe and evaluate the policy of appeasement as it was followed in the 1930's.
3. identify major events which influenced the outcome of the war.
4. compare causes, methods of warfare, and results of World War II with those of World War I.

X. The Contemporary World

A. Post War Europe

1. analyze problems of effective peace.
2. discuss organization and goals of the United Nations.
3. identify steps taken by the United States to aid European recovery after World War II.
4. describe the history and development of the European Economic Community.

interdependence

5. explain major causes of the "Cold War."
6. describe the post-war alliance system and balance of power.
7. explain the successes and failures of Soviet Imperialsim in post-war international relations.
8. analyze reasons for the Soviet foreign policy during the "Cold War."
9. analyze the arms race.

B. Third World Nations

underdeveloped

1. relate the movement of independence to nationalism in the underdeveloped nations of the world.
2. discuss the importance of the neutral block of countries in world affairs.

3. identify ways the industrialized nations have attempted to aid underdeveloped countries.
4. cite examples of "limited" wars between communists and pro-western nations (i.e., Korea, Vietnam).

C. Science/Technology

change

1. list medical discoveries that have improved the health care of people.
2. identify technological breakthroughs which have changed lifestyles (communications, computers, etc.).
3. discuss the dangers and the promise of nuclear power.
4. examine trends resulting from the industrial and technological revolutions of the 19th and 20th Centuries (urbanization, automations, etc.).
5. discuss the potential impact of space exploration on global issues.

D. Social Trends

society
change

1. identify social trends and problems related to racial and religious tolerance.
2. identify changes in the roles of women in western societies.
3. examine the increased need for interdependence as a result of shortages in limited natural resources.
4. examine successes and failures of the democratic form of government in the Western and non-Western World.
5. identify pervasive and enduring social issues.
6. relate local and global aspects of social issues.
7. analyze the causes of controversial global problems.
8. formulate potential resolutions to global issues.
9. examine the problems related to world population growth and world resources.
10. list social problems that have resulted from technological progress that has advanced faster than social progress.
11. describe the fundamental differences between western democracies and communism regarding the role of the individual and the state.
12. trace the development of the democratic ideal.

E. World Diplomacy

1. describe the significance of "balance of power" to world peace and national security.
2. discuss the role of the United Nations in dealing with global problems.
3. assess the effectiveness of the United Nations in coping with global issues.
4. compare the changes in world diplomacy (i.e., "containment" co-existence and detente).

F. World Futures

1. identify different methods futurists use in making forecasts (scenario, trend analysis, extrapolation, delphi method, etc.).
2. relate ideas and information between disciplines.
3. recognize the continuing impact of technology upon society.
4. develop the ability to assess forecasts.
5. discuss major trends shaping the future (global issues: biomedical developments, technological change, values, global change, ecoloty, international relations, post-industrial society, etc.).
6. examine case study forecasts in a specific problem area.
7. design an alternative scenario of the future.
8. explore ideas, images and models of the future.
9. relate potential future changes to his/her own life.

technology

change

XI. Latin America

A. Culture/History

1. develop a hypothesis as to the origin of prehistoric Indians in Latin America.
2. explain the influence of geography in the location and occupations of Latin American people.
3. locate on a map, the nations of Latin America, its major rivers and key cities.
4. compare the Aztec, Maya and Inca empires in terms of size, dates of existence, and accomplishments.
5. list ways in which Latin American Indians had a more advanced civilization than Europe.
6. list ways in which Latin American Indians had a less advanced civilization than Europe.
7. discuss how outnumbered Europeans were able to conquer large Latin-American civilizations.
8. identify Spain as the chief colonizer of Latin America.
9. describe the destruction of much of Latin American cultures by Europeans.
10. explain why slavery was introduced to Latin America.
11. describe the effect of slavery on the people.
12. describe both the past and present role of the U.S. in Latin-America.
13. describe the events leading to Cuba becoming the first communist state in Latin America.
14. explain why many Latin American nations are targets for a Communist revolution.
15. identify the most serious problems facing Latin America today.

16. list several reasons for political instability in Latin America.
17. list some Spanish influences on Latin America.
18. identify the various social classes in Latin America.
19. describe the effect of the social classes on the social and economic system of Latin America.
20. discuss the role of the Catholic Church in Latin America.
21. recognize that Latin American culture is a mixture of Indian and European customs.

XII. U.S.S.R.

A. Culture/History

1. compare the size of Russia with other nations of the world.
2. identify Russia's major natural resources.
3. list several difficulties in developing Russia's natural resources.
4. locate on a map of the Soviet Union, the cities of Kiev, Moscow, Leningrad, Volgag the Volga river, the Ural Mountains.
5. discuss some effects of Mongol rule on Russia.
6. list some major changes that took place during the rule of Peter the Great.
7. describe the loss of freedom as the tsars took over greater amounts of land.
8. explain the acceptance of Communism in the Soviet Union today by tracing the histo of Russian autocratic governments.
9. explain the major events leading to the Bolshevik Revolution.
10. describe the brutal effects of Stalinization, especially on the landowning peasants.
11. compare the Soviet losses in World War II with those of other nations.
12. explain how the Soviet Union's political structure gives elected office-holders almos no power in government.
13. identify the Communist Party as the source of nearly all political and economic decisions.
14. explain why Russians feel it is fair and democratic to have only one political party.
15. describe several rules of Marxism that are not followed or have not been successful in Russia to include a) class system, b) labor theory of value, c) a temporary dictator, and d) the state withering away.
16. identify the Soviet satellite nations.
17. explain the advantage for the Soviets in dominating Eastern Europe.
18. compare current Soviet and U.S. military strength.
19. describe how the Soviets control their people at work, at home and in schools.
20. compare basic freedoms in the U.S. with those of the Soviet Union.
21. describe the consequences of criticism of the Soviet government by its citizens.
22. explain the difference between the Chinese and Russian form of Marxism.

23. explain how the Soviet five year plans have both helped and hindered the U.S.S.R.
24. predict some of the difficulties that would exist in a planned economy.
25. list some critical problems of people of the U.S.S.R. today to include a) lack of privacy, b) overcrowded living conditions, and c) shortages.
26. describe life on a communal farm.
27. list the three major religions on the U.S.S.R.
28. discuss the role and status of the Church in the Soviet Union today.
29. list some of the problems that are created by hundreds of nationalities in the U.S.S.R.
30. recognize why the Soviet Union places so much emphasis on winning in sports.
31. describe some of the goals of the Soviet education system.
32. compare the role of women in Soviet society with the role of American women.

XIII. Middle East

A. Culture/History

1. locate on a map the area or nations considered to be part of the Middle East.
2. list the major resources of the Middle East.
3. locate on a map the climatic regions of the Middle East.
4. describe the effects of climate and resources on the culture and economy of the Middle East.
5. review reasons as to why the earliest civilizations began along the river valleys of the Middle East.
6. draw on a map the extent of the Muslim world at its height.
7. describe briefly the three major religions which originated in the Middle East.
8. discuss the importance of the Crusades in the exchange of ideas between the Middle East and the West.
9. compare the level of culture of the Muslim civilization at its height with that of Europe at the same time.
10. explain the importance of nationalism in the Middle East.
11. list some of the major achievements of the people of the Middle East.
12. list some reasons why Jews wanted to form the state of Israel.
13. describe the role of Britain and the U.N. in the creation of the state of Israel.
14. discuss reasons why most Arab nations want to destroy Israel.
15. debate the Arab and Israeli position on the Palestinian refugee problem.
16. debate the Arab and Israeli position on the occupation of Jerusalem.
17. describe how the areas taken in the 1967 war are of religious and military importance.
18. analyze other conflicts among mid east nations.
19. discuss ways in which the Muslim religion affects life in the Middle East.
20. describe some duties of Muslims that are found in Mohammed's teaching.

21. apply the definition of theocracy to its presence in most Middle East nations.
22. compare similarities in the Christian and Muslim beliefs.
23. discuss some problems that are a result of two different branches of the Muslim Church in the Middle East.
24. compare the political systems in the Middle East.

XIV. Africa

A. Culture/History

1. identify stereotypes and source of stereotypes on Africa.
2. locate climatic regions of Africa on a map.
3. compare climate regions with vegetation regions of Africa.
4. discuss ways in which climate has influenced the history, occupation and culture of African people.
5. write a brief description of the three largest ancient African kingdoms describing their history and accomplishments.
6. locate the three major African kingdoms on a map.
7. compare Middle Age African and European societies.
8. define the word "lineage" and tell why it was important in African history.
9. collect information on African slavery before the Europeans came.
10. compare the brutal treatment of European slave trade with the African slave system.
11. list reasons why Europeans colonized Africa.
12. recognize that most of Africa was colonized in the last half of the 19th century.
13. compare the good and bad results of European colonization of Africa.
14. list some effects on African civilization which were a result of the millions of slaves which were taken from Africa.
15. describe some problems created when Europeans drew the present boundaries of Africa.
16. explain why South African whites feel the need for apartheid.
17. describe some effects of apartheid on the non-whites of South Africa.
18. explain why blacks continue to immigrate to South Africa in spite of the lack of equality.
19. explain how the hundreds of tribes which exist in Africa are causing problems for the new governments.
20. explain some of the causes of political unrest in Africa today.
21. describe some problems which occur when Africans move from their tribal areas to the growing towns.

XV. India

A. Culture/History

1. explain ways in which the Hymalaya mountains have effected India's history.
2. develop a concept of population density by comparing the land area (size) and population of India with the U.S.
3. state both good and harmful effects of a climate, monsoons, etc. on Indians.
4. locate on a map, current nations, major cities and rivers of the Indian subcontinent.
5. compare the growth of India's river valley civilization with those in the Middle East.
6. describe the origins of the caste system, noting the divisions of Dravidians and Indo-Aryans and different races in India.
7. discuss the beginnings of Buddhism in India, its spread to other states, and its failure to take root in India.
8. compare the historically weak Indian central governments with other Asian nations.
9. state ways the lack of strong central governments has effected India.
10. describe Indian history and culture during the Moghul rule.
11. debate the good and harm of English imperialism in India.
12. identify reasons why India was a relatively easy target for European imperialism.
13. discuss the methods used by Gandhi during the independence movement.
14. compare Gandhi's methods to the American civil rights movement.
15. debate the effectiveness of non-violent resistence.
16. explain how nationalism and religious differences caused India to split into three nations after independence.
17. formulate a hypothesis as to why the gpvernments of India and Pakistan are different.
18. recognize that India is the world's largest democracy.
19. describe briefly some ancient Hindu beliefs which affect life in India today.
20. compare the different meanings of the world "family" in India and the U.S.
21. list several differences between Muslim and Hindu beliefs.
22. compare the guru form of education with western style education.
23. recognize that discrimination against lower castes is illegal but that it continues today.
24. formulate a hypothesis as to why industrialization is difficult because of the caste system.
25. recognize that most people of India live in small villages and farm for a living.
26. discuss some reasons for extensive poverty and illiteracy in India.

XVI. China

A. Culture/History

1. describe the climatic differences between north and south China.
2. relate the effect of climate on the culture of the people.

3. explain why geography tends to isolate China.
4. identify the natural barriers, major rivers and cities on a map of China.
5. make a comparison with other early river volley civilizations.
6. explain why most early civilizations began along river valleys.
7. explain how Chinese dynasties provided stability necessary for great achievements in Chinese history.
8. discuss the purposes and effectiveness of manmade barriers (i.e., Great Wall).
9. discuss the effects of imperialism on China, especially spheres of influence, Opium War and Boxer Rebellion.
10. discuss the purpose and some effects of the "Open Door" policy on China.
11. list some reasons why the 1911 revolution took place and the government of Sun Yat-sen was set up.
12. discuss the impact of Mao Tse-tung on 20th century China.
13. list some reasons why the Communists were able to take over in 1949.
14. list some causes of the Cultural Revolution.
15. describe how the Cultural Revolution hindered Chinese progress.
16. formulate reasons for the deterioration of relations between Russia and China in the last 10 years.
17. describe some major differences between Taiwan and China.
18. state one reason why Hong Kong is still a British Colony.
19. describe how Confucius influenced many aspects of Chinese life and culture up to the 20th century.
20. compare the differences between Confucian ideas and those of Mao Tse-tung.
21. discuss why Communists are opposed to some Confucian ideas.
22. list reasons why the Chinese considered themselves to be the "center of the universe" and superior to all other people.
23. discuss the population in China in terms of its size compared with the other nations, military significance, and importance in trade relations.
24. list some advarse effects of communism on China.

XVII. Japan

A. Culture/History

1. locate on a map Japan's four main islands.
2. relate the effect of geography (especially the sea and mountains) on the people and the economy.
3. describe why extensive trade with other nations is critical to Japan's economy.
4. explain how Japan can pay the highest wages in Asia and still outproduce all other nations.

5. tell why Japan spends little on national defense.
6. list one economic advantage which limited defense spending gives Japan.
7. compare the occupation of most Japanese with that of most other Asians.
8. make a hypothesis as to why most Japanese live and work in the cities.
9. compare Chinese and Japanese economy, noting particularily the role of the factory or business in providing basic Japanese workers' needs.
10. discuss the influence of China on ancient Japanese history and culture.
11. recognize the role of the samurai and shogun during the feudal period of Japanese history.
12. describe the reasons for isolationism in 16-19th century Japan to include the role played by the U.S. in ending that isolation.
13. describe the growth of nationalism in Asia as a result of the Russo-Japanese War.
14. list some of the rapid changes in Japan after 1853 (Mejei Restoration).
15. define "Kamakazi" and develop a concept of how the Japanese belief in kamakazi led to continued fighting in World War II.
16. discuss the fact that Japan had never been defeated until World War II.
17. recognize that Japan is the only nation that ever experienced an atomic bomb.
18. describe changes in Japan which resulted from the defeat in World War II to include education, government, economy, and military.
19. describe unusual Japanese forms of art and entertainment.
20. list some effects of Buddhism and Shintoism on the people.
21. recognize that Japan has the highest literacy rate in the world.
22. construct a hypotheses relating the high literacy rate to economic progress.

# POLITICAL SCIENCE

The content of the Political Science Graded Course of Study is to provide the student with a knowledge of the political ideologies of the world, a knowledge of the heritage of government of the United States and a knowledge of the institutions and political activities of the United States government at the national, state and local levels.

In addition to the students' involvement in the local, state and national political decision-making process, instruction should also be provided on those issues stemming from interdependence of nations and those issues that are a part of international politics.

The basic purpose of the political science course of study is to encourage young adults to become effective participating citizens in a democratic society and the world community.

The approach taken in the course of study is a consolidation of an institutional approach and political approach, emphasizing the process of citizen participation. However, this does not preclude other instructional approaches.

The broad instructional goals are the following:

## GOALS

1. The students will be able to locate, acquire, organize, evaluate and communicate information.

2. The students will be able to apply critical thinking and problem solving skills to effective personal decisions, interpersonal relations and the analysis of the social issues.

3. The students will have an appreciation of and a personal commitment to their rights and responsibilities as a citizen in a democratic society.

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4. The students will develop an understanding of the history and heritage of our State, nation, and the world that will enable them to deal with political, economic, and social aspects of their world.

5. The students will develop an understanding of the concepts of institutions, decision-making and citizenship with emphasis on the American system.

6. The students will develop an understanding of basic economic concepts.

7. The students will have opportunities to examine personal and social values, and have an awareness of the consequences of holding specific value positions.

## CONTENT OUTLINE FOR POLITICAL SCIENCE

I. Foundations of the American Governmental System
   A. Political Systems
   B. Economic Systems
   C. Heritage of American Government
   D. Constitution: Basic Principles and Development
   E. American Federal System

II. Rights and Responsibilities
   A. Immigration and Citizenship
   B. Civil Rights

III. American Democracy: Political Participation
   A. Politics and Political Parties
   B. Voting and Voting Behavior
   C. Election Process
   D. Public Opinion and Pressure Groups

IV. Legislative Branch
   A. Congress
   B. Congress at Work
   C. Powers of Congress
   D. Congressional Powers of Taxation and Commerce

V. The Executive Branch
   A. President
   B. Office and Powers of the President

VI. Judicial Branch
   A. National Courts
   B. Administering Law

VII. Policy Making
   A. Bureaucracy
   B. Foreign Policy
   C. Defense Policy
   D. Economic Policy
   E. Labor Policy
   F. Resource Policy
   G. Social Policy
   H. Public Service Policy
   I. Regulatory Policy

VIII. Organization and Operation of Ohio State Government
- A. Constitution
- B. Legislative Branch
- C. Executive Branch
- D. State Court System
- E. Elections and Ohio Political Parties
- F. Citizen Participation
- G. Financing the State Government

IX. Organization of Local Governments in Ohio
- A. County Government
- B. City Government
- C. Village Government
- D. Township Government
- E. Local Boards of Education

The student will be able to:

| | Jr. | Sr. | |
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| | | | I. Foundations of the American Governmental System |
| | | | A. Political Systems |
| state | ★ | | 1. define the term state (country/nation-state). |
| | | ★ | 2. identify four elements that characterize a state. |
| | | ★ | 3. define state, nation, colony, commonwealth, dominion, and province. |
| | | ★ | 4. discuss the differences between countries and other political units (state, commonwealth, dominions, etc.). |
| government | ★ | | 5. define government. |
| | | ★ | 6. define republic. |
| | | ★ | 7. identify the types of republics (autocracy, oligarchy, democracy). |
| | | ★ | 8. contrast the similarities and the differences of various types of republics. |
| | | ★ | 9. define monarchy. |
| | | ★ | 10. list the types of monarchies - limited and absolute. |
| | | ★ | 11. contrast the similarities and differences of various types of monarchies. |
| | | ★ | 12. discuss the different forms of world governments. |
| ideology | | ★ | 13. define political idiology. |
| | | ★ | 14. list the various types of ideologies - democratic, authoritarian, totalitarian. |
| | | ★ | 15. discuss different countries' political ideologies. |
| | | ★ | 16. contrast the various political ideologies. |
| | | ★ | 17. recognize the problems of creating a new government. |
| govern- | | ★ | 18. compare attitudes toward government. |
| mental | | ★ | 19. describe the successes and failures of the various types of governments. |
| structure | | ★ | 20. evaluate the strengths and weaknesses of various political systems. |
| | | ★ | 21. identify the factors that have influenced attitudes toward governments. |
| | ★ | | 22. identify services citizens expect from their government. |
| | | | B. Economic Systems |
| | | ★ | 1. define economics. |
| | | ★ | 2. recognize that each society must answer three basic economic questions: What is to be produced? How will those goods and services be produced? For whom will they be produced? |

| Jr. | Sr. | |
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| | ★ | 4. list examples of natural resources, capital resources, and human resources. |
| | ★ | 5. describe traditional, command, and market economies. |
| | ★ | 6. list the types of economic systems (capitalism, facism, socialism, communism). |
| | ★ | 7. describe the basic characteristics of capitalism, facism, socialism, communism. |
| | ★ | 8. explain the relationship between government and economic systems. |
| | ★ | 9. choose an economic system and pick a political system that would enhance that economic system. |
| | ★ | 10. develop a chart showing the major economic systems of the world and how each system answers the questions of what, how and for whom. |
| | ★ | 11. evaluate the strengths and weaknesses of various economic systems. |
| | ★ | 12. define major social beliefs that effect the world. |
| | ★ | 13. relate each social belief to an economic system. |
| | ★ | 14. relate each social belief to a political system. |
| | ★ | 15. compare the political economic and social beliefs of a country to the United States. |
| | ★ | 16. create an imaginary state formulating the state's political, economic and social beliefs. |
| | | C. Heritage of American Government |
| | ★ | 1. discuss the types of colonial governments. |
| | ★ | 2. explain some early attempts the colonies made to unite their governments. |
| ★ | | 3. examine the Declaration of Independence. |
| ★ | | 4. explain the three parts to the Declaration of Independence: statement of ideas, lists of grievances, and conclusion. |
| | ★ | 5. describe the contributions of the Magna Carta, English Bill of Rights, Mayflower Compact, Locke, Montesquieu and Rousseau to the United States government. |
| ★ | ★ | 6. define the term constitution. |
| ★ | ★ | 7. describe the main provisions of the Articles of Confederation. |
| ★ | | 8. discuss the successes and failures of the Articles of Confederation. |
| ★ | | 9. explain unalienable Rights as used in the Declaration of Independence. |
| | ★ | 10. discuss the major questions facing the writers of the Constitution. |
| ★ | | 11. compare the major ideas of the Articles of Confederation, the Virginia Plan, the New Jersey Plan and the Constitution of 1787. |
| | ★ | 12. develop a chart depicting the major steps and events leading finally to the Constitution and its ratification. |
| | | D. Constitution: Basic Principles and Development |
| ★ | | 1. recall the definition of constitution. |
| ★ | ★ | 2. define popular sovereignty. |

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| | ★ | 3. identify limited government. |
| ★ | ★ | 4. describe the system of checks and balance. |
| ★ | ★ | 5. relate the functions and powers of the legislative, executive, and judicial branches to separation of powers and to the system of checks and balances. |
| | ★ | 6. prepare a chart showing the three branches of the national government, the powers each has, and the check each has placed upon it. |
| ★ | | 7. recall judicial review and constitutionality. |
| ★ | ★ | 8. define amendment. |
| | ★ | 9. describe the two basic ways in which constitutional change has come about - formal and informal amendments. |
| ★ | ★ | 10. recognize that the United States Constitution sets up a federal government. |
| | ★ | 11. identify federal, unitary, and confederate. |
| ★ | ★ | 12. list the major ideas expressed in the Bill of Rights. |
| | ★ | 13. formulate a chart showing the steps taken to amend the constitution formally and informally. |
| | ★ | 14. compare the methods by which the Constitution of the United States may be amended with the process other countries take to change their constitutions. |
| | ★ | 15. categorize Amendments Eleven through Twenty-six. |
| | | E. American Federal System |
| | ★ | 1. discuss the advantages and disadvantages of a federal system of government. |
| | ★ | 2. identify delegated, expressed, implied, inherent, reserved, and concurrent powers. |
| | ★ | 3. list the powers denied to the national government and state governments. |
| ★ | | 4. recognize the Constitution as the supreme law of the land. |
| | ★ | 5. name the national government's obligations to the states. |
| ★ | | 6. explain the process by which new states are admitted to the Union. |
| ★ | ★ | 7. discuss ways in which the national government and states cooperate with one another. |
| | ★ | 8. identify ways in which states cooperate with one another. |
| | ★ | 9. collect examples of the types of powers using the newspaper and periodicals. |
| | | II. Rights and Responsibilities |
| | | A. Immigration and Citizenship |
| | ★ | 1. define citizenship, immigration, alien, expatriation, and naturalization. |
| | ★ | 2. report on some past and present immigration policies of the United States. |

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| | ★ | 3. identify jus soli and jus sanguinis. |
| | ★ | 4. discuss ways a person may lose his citizenship. |
| ★ | | 5. list some reasons immigrants have had for coming to the United States. |
| | ★ | 6. describe the process of naturalization. |
| ★ | ★ | 7. describe some rights and responsibilities of citizenship. |
| | ★ | 8. formulate a chart listing the advantages of citizenship, the privileges of citizenship, and responsibilities of citizenship. |
| | ★ | 9. identify some sources of illegal aliens. |
| | ★ | 10. identify the drawing factor for the influx of illegal aliens. |
| | ★ | 11. discuss the inadequacy of the laws dealing with illegal aliens. |
| | ★ | 12. describe some methods which have been used for anonymity. |
| | ★ | 13. discuss the impact the illegal alien has on the job market. |
| | ★ | 14. analyze why illegal aliens will accept jobs Americans won't accept. |
| | ★ | 15. evaluate current immigration policies. |
| | | B. Civil Rights |
| | ★ | 1. define civil rights and civil liberties. |
| | ★ | 2. identify certain civil rights guaranteed by the Constitution. |
| | ★ | 3. recognize that civil rights are relative, not absolute. |
| | ★ | 4. recognize that the Supreme Court has held that a number of the guarantees in Bill of Rights are also part of the Fourteenth Amendment's due process clause. |
| | ★ | 5. examine the theory of separation of church and state. |
| | ★ | 6. review some Supreme Court decisions involving the freedom of religion. |
| | ★ | 7. identify the freedoms in Amendment One. |
| | ★ | 8. review some Supreme Court decisions and Acts of Congress involving the freedoms in Amendment One. |
| | ★ | 9. discuss the purpose of Amendment Two. |
| | ★ | 10. organize a debate over the right to bear arms. |
| | ★ | 11. identify due process clauses. |
| | ★ | 12. identify police powers. |
| | ★ | 13. list some of the police powers each state has. |
| | ★ | 14. differentiate between due process and police powers. |
| | ★ | 15. identify amendments to the Constitution that deal with a citizens right to fair treatment under the law. |
| | ★ | 16. identify amendments to the Constitution that deal with the right to freedom and the security of the person. |
| | ★ | 17. define writ of Habeas Corpus bill of attainder, ex post facto, double jeopardy, and self-incrimination. |

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| | ★ | 18. analyze Supreme Court decisions and acts of Congress dealing with fair treatment for those accused of a crime. |
| | ★ | 19. locate newspaper articles or periodicals that deal with the rights of a person accused of a crime. |
| | ★ | 20. identify the Civil Liberties Union. |
| | ★ | 21. recognize that civil rights are what the Supreme Court says they are. |
| | ★ | 22. differentiate a right from a freedom. |
| | ★ | 23. analyze the trade offs that are happening today (i.e., trading a freedom for a right). (free speech vs. right of privacy) |
| | | III. American Democracy: Political Participation |
| | | A. Politics and Political Parties |
| | ★ | 1. define politics. |
| | ★ | 2. list some examples of political behavior. |
| | ★ | 3. analyze some reasons why a person would want to participate in politics. |
| | ★ | 4. recognize that political action helps resolve conflicts. |
| | ★ | 5. discuss how a young person can get involved in politics. |
| ★ | | 6. define political party. |
| ★ | ★ | 7. define political machine. |
| | ★ | 8. explain how political parties develop. |
| | ★ | 9. define coalition. |
| | ★ | 10. examine how political coalitions are created. |
| | ★ | 11. identify the specific functions political parties serve. |
| ★ | ★ | 12. review the history of the two-party tradition of the United States. |
| | ★ | 13. discuss the similarities and differences of the two major parties. |
| | ★ | 14. recognize that differences in political parties are judged by examining the party images, by examining the voters who traditionally make up the party coalitions, and by examining the party platforms. |
| | ★ | 15. define party platform and planks. |
| | ★ | 16. collect examples from the platforms of the two major parties in areas such as welfare, jobs, women's rights, labor, education, old age, and health. |
| | ★ | 17. analyze the conditions which may cause a third party to develop. |
| | ★ | 18. discuss how third parties differ from major parties. |
| | ★ | 19. recognize that third parties (minor parties) are divided into specific groups: ideological-promoting a specific doctrine or belief; transient parties-shortlived; personal parties-founded by one person. |
| | ★ | 20. discuss examples of the types of third parties. |
| | ★ | 21. evaluate the impact of third parties on the politcal systems. |

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| | ★ | 22. define what is meant by American political parties as being decentralized and undisciplined. |
| ★ | ★ | 23. explain the important functions served by the national conventions. |
| | ★ | 24. describe how a typical convention is structured. |
| | ★ | 25. recognize that the strongest party organizations are at the precinct or county level. |
| | ★ | 26. discuss alternatives to the convention system for nominating candidates. |
| | ★ | 27. prepare a bulletin board display depicting the two major political parties and their party platforms and party principles. |
| | ★ | 28. list major sources for campaigning funds. |
| | ★ | 29. explain some of the Federal laws dealing with campaign financing. |
| | ★ | 30. identify the Federal Election Commission. |
| | ★ | 31. identify limitations on funding. |
| | ★ | 32. analyze the statement "Interest in political parties is diminishing." |
| | ★ | 33. evaluate proposals to improve campaign financing. |
| | | B. Voting and Voting Behavior |
| ★ | ★ | 1. define suffrage. |
| | ★ | 2. explain the difference between the right of free speech and the right to vote. |
| | ★ | 3. discuss the development of the American suffrage laws-Amendments Fifteen, Nineteen, Twenty-three, Twenty-four, and Twenty-five. |
| | ★ | 4. recognize the states traditionally controlled who could vote. |
| ★ | ★ | 5. discuss the basic qualifications that all fifty States require to determine who may vote. |
| ★ | ★ | 6. explain the purpose of voter registration. |
| ★ | ★ | 7. explain ways in which persons were disfranchised. |
| | ★ | 8. evaluate literacy as a criterion for voting. |
| | ★ | 9. discuss acts of Congress that implement the guarantees of the Fifteenth Amendment. |
| | ★ | 10. evaluate the problems of the non-voter and the effect of the non-voter on future elections. |
| | ★ | 11. design a chart dealing with factors affecting voter turn out in American elections. |
| | ★ | 12. design some graphs, either bar, line, or pie, showing American voting records during the 20th century, depicting those who voted, those who did not vote, and the total population of voting age. |
| | ★ | 13. develop a list of factors that affect how a person votes. |
| | ★ | 14. identify political socialization. |

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| | | C. Election Process |
| ★ | ★ | 1. identify basic steps in the popular election process. |
| | ★ | 2. list the different methods of nomination. |
| | ★ | 3. differentiate between direct primary and open primary. |
| | ★ | 4. evaluate the advantages and disadvantages of the direct and open primaries. |
| | ★ | 5. explain how the presidential primary differs from the direct primary. |
| | ★ | 6. evaluate the presidential primary system. |
| | ★ | 7. discuss the purpose of non partisan primary and run-off primaries. |
| | ★ | 8. recognize that the election process is mostly regulated by state law. |
| | ★ | 9. explain when national elections and state elections are held. |
| ★ | ★ | 10. define precinct. |
| | ★ | 11. discuss the operations of a typical polling place. |
| | ★ | 12. discuss the characteristics of the Australian ballot system. |
| | ★ | 13. identify the chief forms of the Australian ballot used among the States. |
| | ★ | 14. explain some of the present voting systems used throughout the United States. |
| | ★ | 15. prepare a poster of sample ballots from elections held in the local community and the State. |
| | ★ | 16. organize an election from voter registration to the election of a candidate. |
| | ★ | 17. analyze whether the Twenty-sixth Amendment has generated more participation and involvement in elections and government. |
| | | D. Public Opinion and Pressure Groups |
| | ★ | 1. define public opinion. |
| | ★ | 2. list the most important factors influencing the formation of public opinion. |
| | ★ | 3. recognize that public opinion arises out of all the factors which influence thought and action. |
| | ★ | 4. define opinion leader. |
| | ★ | 5. list examples of some opinion leaders. |
| | ★ | 6. describe the influence of the media in forming public opinion. |
| | ★ | 7. compare the media coverage of a current political issue. |
| | ★ | 8. identify liberal and conservative positions on a current political issue. |
| | ★ | 9. define propaganda. |
| | ★ | 10. describe ways public opinion can be swayed (major forms of propaganda). |
| | ★ | 11. collect examples of the most common propaganda techniques. |
| | ★ | 12. list criteria needed to measure public opinion. |
| | ★ | 13. recognize that public opinion influences government through voting, special-interest groups, and public opinion polls. |

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| | ★ | 14. define interest group, pressure group, and lobbyist. |
| | ★ | 15. distinguish between direct lobbying and indirect lobbying. |
| | ★ | 16. distinguish between private interest groups and public interest groups. |
| | ★ | 17. discuss the purpose of most pressure groups. |
| | ★ | 18. list reasons why pressure groups are formed. |
| | ★ | 19. evaluate the role lobbyists and interest groups play in our government. |
| | ★ | 20. examine the various tactics used by pressure groups (i.e., P.A.C.). |
| | ★ | 21. differentiate between political parties and pressure groups. |
| | ★ | 22. identify significant pressure groups that attempt to influence governmental policies. |
| | ★ | 23. evaluate the value pressure groups in our government. |
| | ★ | 24. examine the number of ways in which one's own behavior and attitudes are influenced by the propaganda effects of both public and private agencies. |
| | ★ | 25. interpret the phrase lobbying: the fourth branch of government. |
| | ★ | 26. collect examples showing how lobbying influences congressional decisions. |
| | ★ | 27. evaluate laws regulating lobbying. |
| | | IV. Legislative Branch |
| | | A. Congress |
| ★ | ★ | 1. discuss the reasons a representative legislative body is essential to a democratic government. |
| ★ | ★ | 2. define bicameral. |
| | ★ | 3. discuss the historical background of bicameralism. |
| ★ | ★ | 4. recognize Congress as being bicameral. |
| ★ | ★ | 5. describe the terms and sessions of the House of Representatives. |
| ★ | ★ | 6. explain the qualifications for becoming a representative. |
| | ★ | 7. explain how a vacancy in the House is filled. |
| | ★ | 8. compare the size of the House of Representatives with the Senate. |
| ★ | ★ | 9. define apportionment, reapportionment and redistricting. |
| ★ | ★ | 10. explain how the number of representatives each State has is determined. |
| | ★ | 11. recognize that State legislatures draw congressional district boundaries. |
| ★ | ★ | 12. name own congressional district. |
| | ★ | 13. define gerrymandering. |
| | ★ | 14. assess the importance of the Wesberry vs. Sanders Supreme Court case on population variations. |
| ★ | ★ | 15. describe the terms and sessions of the Senate. |
| ★ | ★ | 16. explain the qualifications for becoming a Senator. |

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| | ★ | 17. explain how a vacancy is filled in the Senate. |
| | ★ | 18. define "a continuous body" as relating to the Senate. |
| | ★ | 19. explain the intent of the Seventeenth Amendment. |
| | ★ | 20. describe some of the privileges members of Congress have. |
| | | B. Congress at Work |
| | ★ | 1. define State of the Union Message. |
| ★ | ★ | 2. describe the role of the Speaker of the House and the President pro tempore. |
| | ★ | 3. define party whips and party caucus. |
| ★ | ★ | 4. describe the positions of leadership in the House of Representatives and in the Senate. |
| | ★ | 5. name contemporary congressional leadership. |
| ★ | ★ | 6. compare the organization of the House and the Senate. |
| ★ | ★ | 7. describe the role of congressional committees. |
| | ★ | 8. identify the most powerful committees and committee chairperson of the House and Senate. |
| | ★ | 9. explain the selection of committee chairpersons. |
| | ★ | 10. describe the different types of committees set up by Congress (i.e., standing, select, joint, and conference). |
| | ★ | 11. define chair, seniority, and agenda. |
| | ★ | 12. discuss the effects of changing organizational practices in the Congress. |
| | ★ | 13. explain the seniority system and committee assignments. |
| | ★ | 14. evaluate the seniority system. |
| ★ | ★ | 15. compare and contrast the relationship between the legislative and executive branches. |
| | ★ | 16. identify areas in which Congress has lost power to the executive branch. |
| | ★ | 17. define logrolling, arm twisting, to impound, and executive agreement. |
| | ★ | 18. describe ways in which Congress is trying to reassert its power. |
| | ★ | 19. define nepotism, conflict of interest, junketing, and ethics and the relationship of these terms to the problems in Congress. |
| | ★ | 20. relate own opinions about congressional ethics. |
| | ★ | 21. evaluate the effectiveness of the codes of ethics passed by Congress. |
| | ★ | 22. analyze the people's confidence in Congress. |
| | ★ | 23. propose ways the people's confidence in Congress can be enhanced or weakened. |
| | ★ | 24. describe the typical day of a Congressman. |
| | ★ | 25. debate various interpretations of representation (conscience, public opinion, party). |
| ★ | | 26. recognize the primary purpose of Congress is to pass laws. |

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| | ★ | 27. define bill, resolutions, and riders. |
| | ★ | 28. recognize that most bills originate in the executive branch. |
| | ★ | 29. describe the types of bills and resolutions Congress considers each session. |
| | ★ | 30. recognize that the Constitution provides that all bills for raising revenue must originate in the House. |
| | ★ | 31. analyze the advantages and disadvantages of a current proposed bill. |
| | ★ | 32. define hopper, marking up a bill, filibuster, override the veto. |
| ★ | | 33. identify the steps in the making of a law, its introduction to the Presedent's signing of a bill. |
| ★ | ★ | 34. design a detailed flow chart showing how a bill becomes a law. |
| | ★ | 35. describe the purpose of the Library of Congress. |
| | ★ | 36. evaluate why the founders of the Constitution provide that all bills for raising revenue must originate in the House of Representatives. |
| | ★ | 37. examine the checks placed upon Congress by the Executive Branch and the Judicial Branch. |
| | | C. Powers of Congress |
| | ★ | 1. explain the three ways in which the Constitution delegates specific powers to Congress. |
| ★ | ★ | 2. list examples of expressed powers, implied powers, and inherent powers. |
| ★ | ★ | 3. explain the importance of the elastic clause - necessary and proper. |
| | ★ | 4. distinguish between broad construction and strict construction of the Constitution. |
| | ★ | 5. review the early history of the interpretation of the Constitituion (Powers of Congress). |
| | ★ | 6. discuss the importance of the Supreme Court case of McCulloch vs. Maryland. |
| ★ | | 7. define the term impeach. |
| ★ | ★ | 8. differentiate between impeachment and conviction. |
| | ★ | 9. describe how several nonlegislative powers of Congress illustrate the principle of checks and balances (i.e., investigative, advice, consent, etc.). |
| | ★ | 10. discuss the limitations placed upon Congress by the Constitution. |
| | | D. Congressional Powers of Taxation and Commerce |
| | ★ | 1. recognize that Congress's power to lay and collect taxes and the power to regulate foreign and interstate commerce are the most significant powers of Congress. |
| | ★ | 2. discuss the basic purpose of taxation. |

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| ★ | | 3. define protective tariff. |
| ★ | | 4. list some examples of the use of protective tariffs. |
| | ★ | 5. describe the one implied and four expressed limitations that the Constitution imposes upon Congress. |
| ★ | ★ | 6. define what constitutes a direct tax and an indirect tax. |
| ★ | ★ | 7. identify examples of direct taxes and indirect taxes. |
| | ★ | 8. relate the Sixteenth Amendment to direct taxation. |
| | ★ | 9. describe the concept of withholding taxes. |
| | ★ | 10. discuss the operation of the Internal Revenue Service. |
| | ★ | 11. recognize that the individual income taxes account for the largest share of federal revenue. |
| | ★ | 12. practice completing IRS Form 1040A to understand tax returns and the use of tax tables. |
| | ★ | 13. define a progressive tax and regressive tax. |
| | ★ | 14. differentiate between progressive and regressive taxes. |
| | ★ | 15. list some criteria for good taxes. |
| | ★ | 16. prepare a list of criticisms of the present tax systems. |
| | ★ | 17. propose ideas for tax reforms. |
| ★ | ★ | 18. define commerce. |
| | ★ | 19. evaluate proposals for tax reform. |
| | ★ | 20. discuss examples of foreign commerce and interstate commerce. |
| | ★ | 21. relate some significant Supreme Court decisions and antitrust acts of Congress to Congress's power to regulate foreign and interstate trade. |
| | ★ | 22. construct a graph illustrating the scope and importance of the commerce power. |
| | | V. The Executive Branch |
| | | A. President |
| ★ | ★ | 1. discuss the constitutional requirements for the presidency. |
| | ★ | 2. discuss the unwritten requirements for the presidency. |
| ★ | ★ | 3. describe the term of office of the President and his compensation. |
| | ★ | 4. relate the importance of the Twenty-second Amendment to the Presidency. |
| | ★ | 5. tell the importance of the Twentieth Amendment. |
| ★ | ★ | 6. explain what is meant by the Lame Duck Amendment. |
| ★ | ★ | 7. compare the backgrounds of some of the men who became President. |
| ★ | ★ | 8. discuss the vice presidency: qualifications, term of office, and compensation. |
| ★ | ★ | 9. describe the Vice President's one constitutional duty. |
| | ★ | 10. relate the effect the Twelfth Amendment had on the vice presidency. |

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| | ★ | 11. relate some past Vice President's descriptions of the office. |
| | ★ | 12. explain the provisions of the 25th Amendment with respect to presidential disability and succession. |
| ★ | ★ | 13. discuss some of the problems the Constitutional Convention had in the method of choosing a President. |
| | ★ | 14. report on the impact that the rise of parties had on the presidency. |
| | ★ | 15. recall reasons for the passage of the Twelfth Amendment. |
| ★ | ★ | 16. define elector. |
| ★ | ★ | 17. describe the operations of the electoral college system today. |
| ★ | ★ | 18. explain the winner-take-all concept. |
| | ★ | 19. describe the path to the presidency from local conventions or primaries to the electoral college. |
| ★ | ★ | 20. discuss the advantages and disadvantages of the electoral college system. |
| ★ | ★ | 21. organize a presidential election for the class. |
| | | B. Office and Powers of the President |
| ★ | ★ | 1. list the powers granted to the President by the Constitution. |
| | ★ | 2. organize the powers of the President into categories (ex., executive, diplomatic, military, legislative, and judicial). |
| | ★ | 3. list the informal powers of the President. |
| | ★ | 4. recognize that the nature of the powers of the President have been shaped mainly by the manner in which stronger Presidents have used their powers. |
| | ★ | 5. define diplomat. |
| ★ | ★ | 6. describe the President's role as the Head of State and Chief Diplomat. |
| ★ | ★ | 7. discuss the President's power to make treaties. |
| | ★ | 8. examine the reasons why treaties are less important today than in the past. |
| | ★ | 9. evaluate the role of Congress in foreign affairs. |
| | ★ | 10. explain the judicial powers of the President (pardon, reprieve, commutation, and amnesty). |
| | ★ | 11. examine fully what the power of commander-in-chief means. |
| | ★ | 12. explain civilian supremacy. |
| | ★ | 13. describe the role of Congress with respect to its war-making powers. |
| | ★ | 14. discuss the provisions of the War Powers Resolution of 1973. |
| | ★ | 15. describe the President's peacetime powers as commander-in-chief giving examples from the past presidents or in current events. |
| | ★ | 16. describe ways in which the President is the Chief Executive. |

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| ★ | | 17. | define cabinet. |
| ★ | | 18. | discuss the purpose of the President's Cabinet. |
| | ★ | 19. | identify important factors that influence cabinet selection. |
| | ★ | 20. | discuss the power of appointment and removal power. |
| | ★ | 21. | review the executive departments and their major responsibilities. |
| | ★ | 22. | name the persons who make up the cabinet. |
| ★ | ★ | 23. | recognize that the Constitution gives the President legislative duties. |
| ★ | | 24. | define veto. |
| ★ | ★ | 25. | name the ways the President may veto a bill. |
| | ★ | 26. | identify the tactics used by the President to get their legislative programs enacted. |
| | ★ | 27. | recognize that the President proposes and disposes legislation. |
| | ★ | 28. | describe the President's role as public opinion leader. |
| | ★ | 29. | describe the President's powers and role as head of his party. |
| | ★ | 30. | discuss whether party members of Congress should always support the President. |
| | ★ | 31. | recognize that the President's power is not absolute as head of the party. |
| | ★ | 32. | discuss methods that the President sometimes uses to influence voters to support his party. |
| | ★ | 33. | explain how the President's role as party leader relates to the role as chief legislator. |
| ★ | ★ | 34. | describe the President's role as world leader. |
| | ★ | 35. | cite reasons why the President has become "leader of the Free World." |
| | ★ | 36. | explain how the power of the presidency has increased as the United States grew into a more powerful nation. |
| ★ | ★ | 37. | describe the legislative and judicial limitations placed on the President. |
| | ★ | 38. | explain the importance of the State of the Union Message. |
| | ★ | 39. | create a chart listing the formal and informal powers of the President. |
| | ★ | 40. | assemble newspaper articles exemplifying the different roles of the President. |
| | ★ | 41. | list the major agencies of the Executive Office of the President. |
| | ★ | 42. | describe briefly the duties of each of the agencies of the Executive Office. |
| | ★ | 43. | define domestic policy and foreign policy. |
| | ★ | 44. | recognize some of the agencies of the Executive Office are concerned with domestic policy, while others deal with foreign policy. |
| | ★ | 45. | discuss why the Office of Management and Budget may be the most powerful and the most important. |
| | ★ | 46. | create a chart showing the organization of the Executive Office of the President. |

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| | ★ | 47. compare the role of the President with the role of the leader of any other nation. |
| | ★ | 48. analyze how the mood of the American public affects the term of the office of the President. |
| | | VI. Judicial Branch |
| | | A. National Courts |
| ★ | ★ | 1. recognize that the judiciary interprets and applies the law. |
| | ★ | 2. define dual court system as it applies to our country. |
| | ★ | 3. differentiate between constitutional courts and special courts. |
| | ★ | 4. describe the structure and function of constitutional courts and special courts. |
| ★ | ★ | 5. define jurisdiction. |
| | ★ | 6. distinguish between the exclusive jurisdiction and concurrent jurisdiction. |
| | ★ | 7. differentiate between original jurisdiction and appellate jurisdiction. |
| | ★ | 8. formulate a chart listing the constitutional courts and special courts and the type of jurisdiction each court has. |
| ★ | ★ | 9. describe the selection of Supreme Court justices and their term of office. |
| ★ | ★ | 10. discuss the importance of the Supreme Court case Marbury vs. Madison. |
| ★ | ★ | 11. recognize that the Supreme Court has the final authority on the Constitution. |
| | ★ | 12. recognize that the largest federal case load is in the district courts. |
| | ★ | 13. discuss ways in which cases reach the Supreme Court. |
| | ★ | 14. identify the opinions the Supreme Court issues (ex., majority, dissenting, etc.). |
| | ★ | 15. discuss the methods of selecting judges for the constitutional courts and special courts. |
| | ★ | 16. define stare decisis, judicial activism, and judicial restraint. |
| | ★ | 17. discuss some activist and restraint decisions of the Supreme Court. |
| | ★ | 18. evaluate key decisions of the Warren and Burger courts. |
| | ★ | 19. examine the voting record of Court Justices. |
| | ★ | 20. analyze whether or not courts, as they decide cases, "make Law" when they interpret and apply provisions in statutes or in the Constitution. |
| ★ | ★ | 21. describe the role that the courts play in the system of checks and balances. |
| | ★ | 22. analyze whether or not the Supreme Court justices should be elected by the people. |
| | ★ | 23. analyze why the founding fathers made the term for Supreme Court justice for life. |

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| | | B. Administering Law |
| | ★ | 1. describe the major responsibilities of the Justice Department. |
| | ★ | 2. identify the jobs of Attorney General, Solicitor General, and United States Marshalls. |
| | ★ | 3. list the largest divisions of the Justice Department, explaining their activities as each one is listed. |
| | ★ | 4. describe briefly other concerns of the Justice Department (ex., Office of Legal Counsel, Bureau of Prisons, etc.). |
| | ★ | 5. identify reasons for the judicial logjam. |
| | ★ | 6. define plea bargaining. |
| | ★ | 7. identify possible solutions to the judicial logjam. |
| | ★ | 8. evaluate proposed judicial reforms. |
| | ★ | 9. recognize that federal judges have great discretionary power in imposing sentences. |
| | ★ | 10. describe the types of sentences from which judges choose. |
| | ★ | 11. define sentencing disparities. |
| | ★ | 12. describe ways to lessen sentencing disparities. |
| | ★ | 13. differentiate between prison and jail. |
| | ★ | 14. analyze the theories of punishment (i.e., retribution, deterrence, incapacitation, and rehabilitation). |
| | ★ | 15. evaluate the rehabilitation programs. |
| | ★ | 16. evaluate proposed alternatives to the present penal system. |
| | | VII. Policy Making |
| | | A. Bureaucracy |
| | ★ | 1. recognize ideally bureaucracy is a logical system for doing complicated jobs. |
| | ★ | 2. recognize that bureaucracy is an essential characteristic of any large organization. |
| | ★ | 3. describe the characteristics of a bureaucracy. |
| | ★ | 4. discuss some shortcomings of a bureaucracy. |
| | ★ | 5. create an organization chart for the school system. |
| | ★ | 6. analyze how decisions are made in a bureaucracy. |
| | ★ | 7. recognize that one out of six Americans works for the government. |
| | ★ | 8. recognize that the executive branch is the largest bureaucracy. |
| | ★ | 9. tell the difference between the executive agency, regulatory agency, and government corporation. |

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| | ★ | 10. differentiate between a cabinet department and an independent executive agency. |
| | ★ | 11. explain the development of government corporations. |
| | ★ | 12. describe how government workers are selected. |
| | ★ | 13. review the steps necessary for securing a civil service job. |
| | ★ | 14. compare the spoils system and the civil service system. |
| | ★ | 15. describe how federal bureaucrats reach decisions. |
| | ★ | 16. discuss some ways in which bureaucrats often face conflicting loyalties. |
| | ★ | 17. list reasons why it has been so hard to reform the bureaucracy. |
| | ★ | 18. describe proposals made to reform the bureaucracy. |
| | ★ | 19. discuss the advantages and disadvantages of bureaucracy. |
| | ★ | 20. analyze the quasi-legislative powers of the regulatory agencies, supplying examples which demonstrate this power. |
| | | B. Foreign Policy |
| ★ | ★ | 1. identify the term isolationism. |
| | ★ | 2. discuss the idea that we live in one world. |
| ★ | ★ | 3. define foreign policy. |
| | ★ | 4. list the traditional foreign policy goals of the U.S. |
| | ★ | 5. list the methods to implement foreign policy (i.e., foreign aid, military, etc.). |
| | ★ | 6. explain the purpose for any country's foreign policy. |
| | ★ | 7. recognize that foreign policy goals sometimes can be in conflict. |
| | ★ | 8. list the powers of the President and Congress in creating foreign policy. |
| | ★ | 9. describe the roles of the Secretary of State, the State Department, the Foreign Service and the National Security Council in formulating foreign policy. |
| | ★ | 10. describe the makeup of a typical United States legation in a foreign capital (i.e., diplomat, ambassador, legation, embassy, minister, consul, attache, envoy). |
| | ★ | 11. define diplomatic immunity. |
| | ★ | 12. create a list of qualifications for our foreign representatives. |
| | ★ | 13. define bipartisan. |
| | ★ | 14. list some advantages and disadvantages of bipartisanship. |
| | ★ | 15. explain the United States policy of deterrence. |
| | ★ | 16. recognize that many department and agencies have foreign policy responsibilities in addition to the Departments of State and Defense. |
| | ★ | 17. describe regional security treaties of the United States. |

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| | ★ | 18. analyze what factors have lead to the presidential supremacy in foreign affairs. |
| ★ | ★ | 19. define the chief goal of the United Nations. |
| ★ | ★ | 20. explain the structure of the United Nations. |
| | ★ | 21. describe briefly the powers and functions of the six major bodies of the United Nations. |
| | ★ | 22. name the permanent members of the Security Council. |
| | ★ | 23. explain the power of veto that permanent members have. |
| | ★ | 24. evaluate the effectiveness of the United Nations. |
| | ★ | 25. construct a graph showing American Foreign Aid since 1945. |
| ★ | ★ | 26. define collective security. |
| | ★ | 27. relate the concept of collective security to the United Nations and to alliances. |
| | ★ | 28. relate the significance of the Korean War in relationship to the United Nations. |
| | ★ | 29. explain how alliances help fulfill the foreign policy goals of the United States. |
| | ★ | 30. recognize that foreign policy may be as much a reaction to external happenings as a carefully planned strategy. |
| | ★ | 31. prepare a chart listing examples of the ways in which the content and conduct of the United States foreign politics are reflected in everyday life of one's own community. |
| | ★ | 32. discuss whether the architect of foreign policy is the Secretary of State or the National Security Advisor. |
| | ★ | 33. analyze why the post World War II alliances are in jeopardy (every country is for itself). |
| | ★ | 34. analyze how much foreign policy is politically motivated and how much is economically motivated. |
| | ★ | 35. analyze a current foreign policy problem. |
| | | C. Defense Policy |
| | ★ | 1. describe the President's role in making defense policy. |
| | ★ | 2. list the people and agencies that help the President in formulating defense policy. |
| | ★ | 3. define the roles played by the Secretary of Defense, the Department of Defense, the Joint Chiefs of Staff, the National Security Council, and the CIA in the making of defense. |
| | ★ | 4. explain the close relationship between foreign policy and defense policy. |
| | ★ | 5. describe the major functions of each of the subordinate departments within the Defense Department. |

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| | ★ | 6. describe the functions of some of the independent agencies such as NASA, United States Arms Control and Disarmament Agency, etc. |
| | ★ | 7. describe the different forms of military strength (i.e., offensive, defensive, and deterrent powers). |
| | ★ | 8. differentiate between defense policy and military policy. |
| | ★ | 9. define triad. |
| | ★ | 10. describe the United States triad defense policy. |
| | ★ | 11. explain the ways that treaties affect defense policy. |
| | ★ | 12. define detente. |
| | ★ | 13. define militarism. |
| | ★ | 14. explain how detente affects defense policy. |
| | ★ | 15. explain the political and economic implications of defense policy. |
| | ★ | 16. debate the pros and cons on defense spending. |
| | ★ | 17. identify determining factors that justify military intervention in national interest. |
| | | D. Economic Policy |
| | ★ | 1. identify GNP. |
| | ★ | 2. list factors that affect the GNP. |
| | ★ | 3. explain how money, goods, and services flow among (a) producers and consumers; (b) banks and consumers; (c) banks and producers; (d) producers and the rest of the world; (e) consumers and the rest of the world. |
| | ★ | 4. create a chart showing how money, goods, and services flow through the economy. |
| | ★ | 5. discuss why government is interested in promoting competition. |
| | ★ | 6. define patent, patents of invention, patents of design, copyright, royalty, and trademarks. |
| | ★ | 7. discuss the need for patent and copyright laws and its relationship to the economic growth of the country. |
| | ★ | 8. identify means by which government aids and encourages business through research and subsidies. |
| | ★ | 9. describe some of the present forms of currency. |
| | ★ | 10. define federal reserve notes and silver certificates. |
| | ★ | 11. describe the purpose of the Gold Reserve Act of 1934. |
| | ★ | 12. describe the two principal systems of the banks in U.S. |
| | ★ | 13. identify "commercial banks." (Credit unions and savings and loan banks now perform the same functions as commercial banks.) |
| | ★ | 14. describe the function of the Federal Deposit Insurance Corporation and the Federal Savings and Loan Insurance Corporation. |

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| | ★ | 15. explain the purpose in the creation of the Federal Reserve System. |
| | ★ | 16. describe the organization and function of the Federal Reserve System. |
| | ★ | 17. describe the ways the Federal Reserve affects the supply of money and credit. |
| | ★ | 18. describe the organization and function of the Federal Home Loan Bank System. |
| | ★ | 19. explain why the Farm Credit Bank and the Small Business Administration were created by Congress. |
| | ★ | 20. relate the functions of the Export-Import Bank. |
| | ★ | 21. describe the organization and function of the International Monetary Fund. |
| | ★ | 22. recognize that the central government has exclusive power to regulate foreign trade. |
| | ★ | 23. evaluate methods used to regulate foreign trade. |
| | ★ | 24. name some limitations on foreign economic policy. |
| | ★ | 25. discuss the impact a cartel may have on the nation's economy. |
| | ★ | 26. define fiscal policy. |
| | ★ | 27. analyze the process of making the federal budget. |
| | ★ | 28. describe the roles of the President, Secretary of the Treasury, and Director of the OMB in making fiscal policy. |
| | ★ | 29. explain how agencies of the Treasury Department carry out fiscal policy. |
| | ★ | 30. identify the major sources of revenue for the federal government. |
| | ★ | 31. define non-tax revenues, giving examples of some. |
| | ★ | 32. define the economic concepts of recession, depression, recovery, and prosperity. |
| | ★ | 33. describe the most common forms of inflation and what causes each. |
| | ★ | 34. design a chart showing the four stages of the modern business cycle for a specific period of history. |
| | ★ | 35. identify price index. |
| | ★ | 36. create a simple price index. |
| | ★ | 37. list ways in which the government measures the state of the economy. |
| | ★ | 38. identify Consumer Price Index. |
| | ★ | 39. describe the functions of the Council of Economic Advisers. |
| | ★ | 40. anlayze ways in which government can influence labor, GNP, prices and the entire business cycle. |
| | | E. Labor Policy |
| | ★ | 1. define the basic function of the Secretary of Labor and the Labor Department to the making of economic policy. |
| | ★ | 2. describe the functions of the principal agencies of the Labor Department. |
| | ★ | 3. describe important events in history of union organizations and the significance of these events. |

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| | ★ | 4. recall the terms union, labor, and management. |
| | ★ | 5. list some practices (fair or unfair) used by unions or management to pursue their objectives (such as black list, featherbeading, etc.). |
| | ★ | 6. describe the collective bargaining process. |
| | ★ | 7. identify early governmental regulation on labor practices. |
| | ★ | 8. analyze the responsibilities that an employer has to his employee, an employee has to his employer, a union has to its union member and a union member has to his union. |
| | ★ | |
| ★ | ★ | 9. identify open shop, closed shop and union shop. |
| | ★ | 10. discuss the advantages or disadvantages of union membership. |
| ★ | ★ | 11. analyze the advantages and disadvantages of union membership. |
| | ★ | 12. debate whether or not labor unions have become too powerful in the United States. |
| | ★ | 13. debate the right of public employees to organize unions and to strike. |
| | ★ | 14. identify major acts of Congress that form the base of federal regulation of labor-management relationship today. |
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| | ★ | 15. recall the terms strike, boycott, and mediator. |
| | ★ | 16. define NLRB. |
| | ★ | 17. explain the NLRB as a strike mediation force. |
| | ★ | 18. debate the compulsory union membership as a condition for continued employment. |
| | | F. Resource Policy |
| | ★ | 1. identify conservation. |
| | ★ | 2. describe the role of the President, the Secretary of the Interior, and the Department of the Interior in formulating government resource policies. |
| | ★ | 3. describe the functions of the major agencies within the Department of Interior. |
| | ★ | 4. define public domain, tidelands, and submerged lands. |
| | ★ | 5. describe some current issues that have developed over public domain and submerged lands. |
| | ★ | |
| | ★ | 6. evaluate current policy on the federal park system. |
| | ★ | 7. explain the international law dealing with the limits for territorial waters. |
| | ★ | 8. describe the broad purposes and functions of the Tennessee Valley Authority. |
| | ★ | 9. prepare a list of illustrations of the work the Department of Interior's agencies have done in the state, county, or township. |
| | ★ | |
| | ★ | 10. describe the role of the President, Secretary of Agriculture, and the Department of Agriculture in formulating resource policies. |
| | ★ | 11. describe the major broad functions of the United States Department of Agriculture. |

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| | ★ | 12. list examples of the broad functions of the USDA. |
| | ★ | 13. identify commodity credit corporation. |
| | ★ | 14. define flexible price supports, parity, acreage allotments, market quotas, crop loans, and subsidy. |
| | ★ | 15. analyze if it is wise that on the one hand the USDA helps farmers produce bigger and better crops while at the same time helps farmers to restrict the volume of farm goods flowing to the market. |
| | ★ | 16. compare the effectiveness of labor organizations with farm organizations in achieving benefits for their members. |
| | ★ | 17. describe the political economic factors determining the governments policies on land usage. |
| | ★ | 18. evaluate why there is an increase in corporate farms and a decrease in private farms. |
| | ★ | 19. define agri-business. |
| | ★ | 20. identify farm organizations (UFW, NFO, Grange, etc.). |
| | ★ | 21. evaluate the federal energy policies. |
| | | G. Social Policy |
| | ★ | 1. define the aim of social policy. |
| | ★ | 2. describe the role of the President, the Secretary of Health and Human Services, and the Department of Health and Human Services. |
| | ★ | 3. identify the major functions of the agencies within the Department of Health and Human Services. |
| | ★ | 4. review briefly a history of the United States in the social welfare field (i.e., pre/post 1930). |
| | ★ | 5. define public assistance and poor relief. |
| | ★ | 6. differentiate between public assistance and social insurance. |
| | ★ | 7. list the programs that are administered through Social Security. |
| | ★ | 8. discuss the major relief programs administered by the government and what they proved. |
| | ★ | 9. differentiate Social Security and unemployment compensation from relief programs. |
| | ★ | 10. discuss problems in our society that lead persons to poverty. |
| | ★ | 11. discuss what benefits work provides for both individuals and society. |
| | ★ | 12. discuss if full employment should be a top priority of our government. |
| | ★ | 13. evaluate other students' attitudes toward unemployment and those on welfare. |
| | ★ | 14. analyze why the Social Security System is now experiencing financial difficulty. |

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| | ★ | 15. analyze whether there are potential dangers in the welfare program and how to avoid these dangers. |
| | ★ | 16. define OASDI. |
| | ★ | 17. describe the role of the President, Secretary of Education, and the Education Department in formulating social policy. |
| | ★ | 18. describe the main functions of the Education Department. |
| | ★ | 19. discuss some of the federal aid to education in the last twenty-five years. |
| | ★ | 20. discuss how government aid to education can be used to reshape society using examples such as Elementary and Secondary Education Act and the Higher Education Act. |
| | ★ | 21. analyze whether federal aid threatens control of schools traditionally in the hands of local authorities. |
| | | H. Public Service Policy |
| | ★ | 1. describe the origin of the Post Office. |
| | ★ | 2. describe the role of the Postmaster General and the Post Office. |
| | ★ | 3. list reasons why Congress moved to enact the Postal Reorganization Act of 1970. |
| | ★ | 4. describe the organization of the Post Office as of 1970. |
| | ★ | 5. discuss the problems encountered by the Post Office today. |
| | ★ | 6. discuss the effects of junk mail on the taxpayer. |
| | ★ | 7. propose some solutions to the problems now facing the Post Office. |
| | ★ | 8. identify the role of the President, Secretary of Transportation, and the Department of Transportation in the making of public services. |
| | ★ | 9. explain what is meant by the nation's transportation system being described as a "private-public partnership." |
| | ★ | 10. explain the purpose of the United States Coast Guard. |
| | ★ | 11. explain in what ways the federal government is limited in dealing with transportation problems. |
| | ★ | 12. describe some problems of public transportation affecting the State, county, city, or township. |
| | ★ | 13. discuss the factors that determine postal delivery. |
| | ★ | 14. discuss the effect of technology on postal service. |
| | ★ | 15. propose solutions for the problems facing the government in public transportation. |
| | ★ | 16. discuss whether the government should encourage the use of mass transportation by restricting the number of automobiles. |
| | ★ | 17. identify the goals of the Department of Housing and Urban Development. |
| | ★ | 18. identify the major operating agencies of HUD. |

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| | ★ | 19. identify the major function of the Federal Housing Administration. |
| | ★ | 20. evaluate the effectiveness of HUD. |
| | ★ | 21. identify "Fanny Mae." |
| | ★ | 22. discuss how rural housing problems are treated differently from those in urban areas. |
| | ★ | 23. identify federal jobs that are under the Civil Service Commission. |
| | ★ | 24. analyze the merits of civil service testing and proven job ability. |
| | | I. Regulatory Policy |
| | ★ | 1. define independent regulatory agencies. |
| | ★ | 2. list reasons for separate existence of independent agencies. |
| | ★ | 3. identify the different independent regulatory commissions that Congress has created. |
| | ★ | 4. explain how these regulatory commissions exercise their quasi-legislative and quasi-judicial powers. |
| | ★ | 5. describe the major regulatory commissions, their organization and their functions (i.e., FDA, EPA, FAA, etc.). |
| | ★ | 6. discuss whether or not regulatory agencies such as the ICC, the FTC, and the FCC should be independent of presidential control as they are. |
| | ★ | 7. analyze if there is too much governmental regulation on the private citizen or private business as a result of regulatory agencies. |
| | ★ | 8. discuss the use of the federal gasoline tax. |
| | ★ | 9. describe the role and function of the Food and Drug Administration. |
| | ★ | 10. analyze some recent policies dealing with food or drugs. |
| | ★ | 11. evaluate the importance or need for the Food and Drug Administration. |
| | ★ | 12. define parochial aide tuition tax credit. |
| | ★ | 13. name some economic compromises that are inherent in regulatory decisions (nitrite additives vs. inherent animal disease). |
| | | VIII. Organization and Operation of Ohio State Government |
| | | A. Constitution |
| | ★ | 1. recall the types of colonial governments. |
| | ★ | 2. recognize that many of the early colonial charters became the structure for the states in 1789. |
| ★ | | 3. recognize that present State Constitution was approved by the electorate in 1851 and is Ohio's second Constitution. |
| ★ | ★ | 4. discuss the basic principles on which the State Constitution is based. |

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| | ★ | 5. list the similarities in all State Constitutions. |
| | ★ | 6. describe the methods of constitutional change and development. |
| ★ | ★ | 7. identify the Ohio Constitutional Revision Committee. |
| | ★ | 8. describe how powers are divided under the State Constitution. |
| | ★ | 9. analyze the need for reform in State Constitutions. |
| | ★ | 10. draw a flow chart illustrating amending and revision of the Constitution of Ohio. |
| | ★ | 11. construct an organization chart of Ohio State government. |
| ★ | ★ | 12. evaluate the relationship of the Ohio Constitution to the supreme law of the land and to other forms of State law. |
| ★ | ★ | 13. compare the Ohio Constitution to the Constitution of the United States. |
| | | B. Legislative Branch |
| ★ | ★ | 1. identify the name given to Ohio's legislature. |
| ★ | ★ | 2. identify the type of legislature Ohio has. |
| | ★ | 3. identify the only State to have a unicameral legislature. |
| ★ | ★ | 4. recall the size of the Senate and the House of Representatives. |
| ★ | ★ | 5. describe the membership for the Ohio House of Representatives and the Senate, term, salary, privileges, and qualifications. |
| | ★ | 6. define apportionment. |
| ★ | ★ | 7. explain reapportionment and the role of the Apportionment Board. |
| ★ | ★ | 8. describe the procedures for establishing boundaries for the State House of Representatives and the State Senate. |
| ★ | ★ | 9. identify own Ohio House district, Ohio Senate district, and Congressional district. |
| | ★ | 10. describe how congressional boundaries are drawn. |
| ★ | ★ | 11. explain the biennial sessions and special sessions. |
| ★ | ★ | 12. identify the presiding officers and leaders of the Ohio State House and Senate and their roles. |
| ★ | ★ | 13. discuss the legislative and nonlegislative powers of the General Assembly. |
| | ★ | 14. discuss how standing and select committee members are selected. |
| | ★ | 15. define ad hoc. |
| | ★ | 16. evaluate the advantages or disadvantages of unicameral and bicameral legislature. |
| ★ | ★ | 17. identify the standing committees for the Ohio Senate and House of Representatives |
| ★ | ★ | 18. discuss the order of business in the Ohio Senate and House. |
| | ★ | 19. list sources of ideas for proposed legislation. |
| | ★ | 20. define statute. |
| | ★ | 21. describe the steps for passing a bill in the Ohio General Assembly. |
| ★ | ★ | 22. compare how a bill becomes a law in Ohio with the U.S. Congress. |

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| ★ | ★ | 23. explain the reason(s) for voice vote in the General Assembly. |
| | ★ | 24. construct a flow chart showing the course of a bill in the Ohio General Assembly. |
| | ★ | 25. describe the organization and purpose of the Legislative Reference Bureau. |
| ★ | | 26. evaluate the role of committees in the legislative process. |
| | ★ | 27. describe the checks placed upon the General Assembly. |
| | ★ | 28. describe the process of inititative, petition and referendum. |
| | | C. Executive Branch |
| | ★ | 1. recognize that the governorship is the oldest executive office in America. |
| ★ | | 2. recognize that the governor is the executive officer in each of the fifty States. |
| ★ | | 3. list the officers who make up the executive branch of government in Ohio. |
| ★ | | 4. describe the election and term of the governor of the State of Ohio. |
| | ★ | 5. list the duties of the governor given to him under the State Constitution. |
| | ★ | 6. define malfeasance in office, item veto, and ex officio. |
| | ★ | 7. organize the duties of the governor under executive powers, legislative powers, and judicial powers. |
| | ★ | 8. describe the removal procedures of the governor of Ohio. |
| ★ | ★ | 9. describe the line of succession for the governor and the lieutenant governor. |
| ★ | ★ | 10. recall the term of office of the lieutenant governor, attorney general, secretary of state, the auditor of the State, and the treasurer of the State. |
| ★ | ★ | 11. compare the election of the governor and lieutenant governor to the election of the President and Vice President. |
| ★ | ★ | 12. describe the duties of the lieutenant governor, secretary of the State, auditor of the State, treasurer of the State, and the attorney general. |
| ★ | ★ | 13. name the elected officials of the State and their positions held. |
| ★ | ★ | 14. recognize that the majority of the laws enacted by the General Assembly are carried out through 24 administrative departments. |
| | ★ | 15. describe the major functions of some of the administrative departments of the State of Ohio. |
| | | D. State Court System |
| ★ | ★ | 1. recall that in our federal system of government there are two separate distinct court systems: the national courts and the state courts. |
| ★ | ★ | 2. compare the federal and state court systems. |
| ★ | ★ | 3. list the basic functions of the courts in the State of Ohio. |
| ★ | ★ | 4. define adversary system. |
| ★ | ★ | 5. compare the two types of cases that come before the courts (civil and criminal). |

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| ★ | ★ | 6. | identify felonies and misdemeanors, giving examples of each. |
| ★ | ★ | 7. | identify the type of jurisdiction Ohio courts have. |
| ★ | ★ | 8. | describe the organization of the Ohio Supreme Court (i.e., composition, compensation, etc.). |
| ★ | ★ | 9. | identify the jurisdiction the Ohio Supreme Court has. |
| | ★ | 10. | explain how many judges must be present to render a decision. |
| | ★ | 11. | identify Judicial Conference. |
| | ★ | 12. | describe the removal of an Ohio Supreme Court judge. |
| ★ | ★ | 13. | explain the organization and jurisdiction of the Ohio Courts of Appeal. |
| ★ | ★ | 14. | describe the organization and the jurisdiction of the county Court of Common Pleas. |
| | ★ | 15. | identify Presiding Judge. |
| | ★ | 16. | define probate and testamentary matters. |
| ★ | ★ | 17. | describe the relationship of the Probate Court, the Court of Domestic Relations, and the Juvenile Court to the Court of Common Pleas. |
| | ★ | 18. | describe the organization and jurisdiction of Municipal Courts, County Courts, and Mayors' Courts. |
| ★ | ★ | 19. | describe the function of small claims court. |
| ★ | ★ | 20. | explain the selection and tenure of the judges of the Supreme Court, and the Courts of Appeals, and the Courts of Common Pleas. |
| ★ | ★ | 21. | tell how many jurors compose the grand jury. |
| | ★ | 22. | define indictment, impaneled, and presentment. |
| ★ | ★ | 23. | compare the grand and petit juries. |
| ★ | ★ | 24. | explain the selection of jurors. |
| | ★ | 25. | discuss the importance of jury duty. |
| | ★ | 26. | evaluate the jury system. |
| | ★ | 27. | describe the role that each of the following play in the courts: prosecuting attorney, marshall, sheriff, commissioner, and bailiff. |
| | ★ | 28. | describe the different forms of law that are applied by the Ohio courts (i.e., common law and equity). |
| | ★ | 29. | define injunction |
| | ★ | 30. | explain the purposes of the legal system. |
| | ★ | 31. | define docket, plaintiff, defendant, verdict, mistrial, judgment, execution, enjoin, deposition, complaint, summons, default, counterclaim cause of action, summary judgment, discovery, and interrogatories. |
| | ★ | 32. | define preliminary hearing, information, citizen's arrest, personal recognizance, unsecured appearance bond, bind over no bill, true bill, arraignment, no contest, and bill of particulars. |

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| ★ | | 33. | describe the main steps in a jury trial. |
| | ★ | 34. | identify preponderance of the evidence and clear and convincing evidence. |
| | ★ | 35. | identify the state's burden in a criminal case. |
| | ★ | 36. | explain when a civil or criminal case is tried without a jury. |
| | ★ | 37. | define subpoena, contempt of court, qualified, direct evidence, circumstantial evidence, rules of evidence (competent, relevant, and material to the case). |
| | ★ | 38. | describe how evidence is presented. |
| | ★ | 39. | identify hearsay, irrelevant, immaterial, objection, sustain, and overrule. |
| | ★ | 40. | describe some kinds of evidence which cannot be presented in a court. |
| | ★ | 41. | identify direct examination and cross-examination. |
| | ★ | 42. | define charge, sequestered, tamper, hung jury, jury foreman, clerk of court, judgment, and judgment entry. |
| | ★ | 43. | discuss some of the legal proceedings that may be conducted after the trial is over. |
| | ★ | 44. | name several ways of enforcing money judgments (e.g., garnishment, attachment, and foreclosure). |
| | ★ | 45. | explain how sentencing differs in minor cases and criminal (serious) cases. |
| ★ | ★ | 46. | evaluate mandatory sentencing and creative sentencing. |
| | ★ | 47. | define probation, parole, post-conviction relief proceeding. |
| | ★ | 48. | discuss the constitutional rights a defendant is entitled to (such as, informing the accused of his rights, waiver of rights, unreasonable searches, self-incrimination, etc.). |
| | ★ | 49. | tell how a private citizen or officer of the peace may arrest a person to prevent the commission of a felony or a misdeameanant. |
| | ★ | 50. | describe the function and the jurisdiction of the juvenile courts in Ohio. |
| | ★ | 51. | discuss the procedures for the detention of juveniles in Ohio. |
| | ★ | 52. | analyze some of the problems facing the juvenile court system. |
| | ★ | 53. | evaluate the need for reform in Ohio's judicial procedures. |
| | ★ | 54. | evaluate Ohio's penal system. |
| | ★ | 55. | assess the delay and the cost in obtaining justice. |
| | ★ | 56. | construct a chart of the courts in Ohio's judicial system, indicating the jurisdiction of the various types of courts and by whom and for how long judges are selected. |
| | ★ | 57. | describe the jurisdiction of FBI, state highway patrol, sheriffs, city, village and township police. |
| | ★ | 58. | analyze the effectiveness of the law-enforcement agencies. |

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| | | **E. Elections and Ohio Political Parties** |
| ★ | ★ | 1. list the voting qualifications for Ohio. |
| ★ | ★ | 2. describe the registration procedures. |
| ★ | ★ | 3. define ward and precinct. |
| ★ | ★ | 4. identify the precinct polling place for own family. |
| ★ | ★ | 5. describe the structure of the ballots in Ohio. |
| ★ | ★ | 6. describe the voting procedure one follows when one enters the polling place. |
| | ★ | 7. identify the persons operating the polling place. |
| | ★ | 8. explain the procedures for absentee voting. |
| ★ | ★ | 9. explain the organization and function of the Board of Education. |
| | ★ | 10. identify the chief election officer for Ohio. |
| ★ | ★ | 11. differentiate primary elections and procedures from the general elections procedures. |
| | ★ | 12. describe the elections that are held in the even-numbered years and the ones held in the odd-numbered years. |
| | ★ | 13. describe the procedure for persons who wish to be a candidate for municipal, township, county, district or state office. |
| | ★ | 14. explain the procedures for write-in candidates. |
| | ★ | 15. explain the Ohio Elections Committee. |
| | ★ | 16. explain the regulations for financing campaigns. |
| | ★ | 17. identify the functions of the political party on a local and state level. |
| | ★ | 18. define political party according to the Ohio Code. |
| | ★ | 19. explain the organization of the political party at the national, state and county levels. |
| | ★ | 20. discuss the importance of political parties in Ohio. |
| | ★ | 21. define party membership. |
| | | **F. Citizen Participation** |
| | ★ | 1. list some lobbies which are active in Ohio. |
| | ★ | 2. discuss the importance of public hearings that are held by the state legislative committees on all proposed laws. |
| | ★ | 3. describe the procedure a citizen who wishes to testify should follow. |
| ★ | ★ | 4. discuss the importance of writing letters to elected officials. |
| | ★ | 5. explain the function of the Legislative Public Information Office. |
| ★ | ★ | 6. relate citizen participation in initiating constitutional amendments (initiative and referendum). |

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| | ★ | 7. discuss the importance of citizen participation in political campaigns, basic goals, planning, and financing. |
| | ★ | 8. discuss ways in which citizens can monitor public officials. |
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| | | G. Financing the State Government |
| ★ | ★ | 1. list ways in which the state government in Ohio is financed. |
| ★ | ★ | 2. define excise tax, income tax, and property tax. |
| ★ | ★ | 3. recognize that the state government depends on revenue primarily from excise taxes. |
| | ★ | 4. differentiate between business type taxes and consumption taxes. |
| | ★ | 5. describe the state sales tax and its exemptions. |
| | ★ | 6. list those taxes which are shared by the state with the local governments. |
| | ★ | 7. describe the State General Revenue Fund. |
| | ★ | 8. define lottery. |
| | ★ | 9. discuss the advantages and disadvantages of the State Lottery. |
| ★ | ★ | 10. identify the sources of revenue for local governments in Ohio. |
| ★ | ★ | 11. identify tangible and intangible personal property. |
| | ★ | 12. list some nonproperty tax revenues (e.g., parking meters, dog and kennel fees, cigarette traffic tax, etc.). |
| | ★ | 13. identify capital funds. |
| | ★ | 14. define general obligation bonds and revenue bonds. |
| | ★ | 15. describe briefly how the budgets are prepared at the local subdivisions (county, township, etc.). |
| ★ | ★ | 16. define mill. |
| | ★ | 17. describe the ten mill limitation. |
| | ★ | 18. describe how real estate taxes are collected by the county auditor (i.e., they are collected a year behind). |
| ★ | ★ | 19. explain how taxes are distributed at the local level. |
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| | | IX. Organization of Local Governments in Ohio |
| | | A. County Government |
| ★ | ★ | 1. explain why county government was created. |
| ★ | ★ | 2. identify some of the state functions the county performs. |
| ★ | ★ | 3. describe the election and term of office for county commissioner. |
| ★ | ★ | 4. describe the major functions of the county commissioners. |
| ★ | ★ | 5. describe the executive powers and duties of the county commissioners. |
| ★ | ★ | 6. describe the legislative powers and duties of the county commissioners. |

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| ★ | ★ | 7. identify the eight other elected independent county officers with whom the county commissioners must share their executive function. |
| ★ | ★ | 8. describe duties of the County Auditor, the County Treasurer, the County Recorder, the County Engineer, the Prosecuting Attorney, the Clerk of Courts, the sheriff, and the County Coroner. |
| | ★ | 9. describe the role and services of the County Budget Commission, the County Board of Elections, the Board of Health, and the County Department of Welfare. |
| | ★ | 10. evaluate the charter forms of county government vs. the county commissioners. |
| | ★ | 11. explain the basic factors influencing voting tendencies of people in Stark County. |
| | ★ | 12. describe some public interest groups in the county. |
| | ★ | 13. describe methods used by these interest groups and individuals to achieve their aims. |
| | ★ | 14. evaluate the effectiveness of methods employed by interest groups to accomplish their goals. |
| | ★ | 15. list examples of citizen participation in county level politics. |
| | ★ | 16. explain the basic use of local taxes by the county government. |
| | ★ | 17. list the problems facing counties. |
| | ★ | 18. propose some solutions to or alternates to county government. |
| | ★ | 19. create a chart showing the organization of a typical county government. |
| | ★ | 20. explain the function of the regional planning commission. |
| | | B. City Government |
| ★ | ★ | 1. recognize that Ohio municipalities are classified into cities and villages. |
| ★ | ★ | 2. explain the determining factors for classifying a municipality either as a city or as a village. |
| | ★ | 3. discuss the general powers of local self-government that may be exercised by the municipality. |
| | ★ | 4. discuss the process of annexation of adjacent unincorporated territory and for consolidation of two municipal corporations of one by the other. |
| | ★ | 5. list the three types of plans of municipal government provided for in Ohio. |
| | ★ | 6. describe the organization and election of the city council including the determining factors for representation in the wards. |
| | ★ | 7. explain the duties and responsibilities of city council. |
| ★ | ★ | 8. review the procedure for the enactment of ordinances. |
| | ★ | 9. define the role of the council president. |
| ★ | ★ | 10. explain the relationship between the city council and the executive branch. |
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| | ★ | 11. describe the committee structure under which council operates. |
| | ★ | 12. explain the checks placed upon the city council by the other branches of the city government. |
| ★ | ★ | 13. describe the election and term for the mayor. |
| ★ | ★ | 14. explain the duties and responsibilities of the mayor. |
| ★ | ★ | 15. explain the differences between the strong mayor-council plan and the weak mayor-council plan. |
| | ★ | 16. identify some of the cities according to weak mayor or strong mayor council. |
| ★ | ★ | 17. explain the veto power of the mayor. |
| ★ | ★ | 18. describe the relationship between the mayor and city departments. |
| ★ | ★ | 19. list the city departments and their basic roles or functions (such as city auditor, city treasurer, city solicitor, etc.). |
| | ★ | 20. recall the jurisdiction of the municipal court. |
| | ★ | 21. describe the geographic boundary of some of the Municipal Courts. |
| | ★ | 22. explain the relationship between the Municipal Court and the other two branches of city government. |
| | ★ | 23. describe the operation of some of the optional plans of government provided for in Ohio. |
| | ★ | 24. analyze the role of political parties in city government. |
| | ★ | 25. explain the differences between partisan and non-partisan elections in cities. |
| | ★ | 26. discuss the influences of labor unions and municipal employee groups on city politics. |
| | ★ | 27. analyze the factors that influence voting behavior in a city. |
| | ★ | 28. describe how to deal with the departments of local government which deliver basic services to the citizens (i.e., what to do to get a chuck hole filled). |
| | ★ | 29. analyze problems confronting city government (i.e., urban decay, transportation, environment). |
| | ★ | 30. explain the influence individuals can use to influence city government. |
| | | C. Village Government |
| ★ | ★ | 1. define incorporated. |
| ★ | ★ | 2. explain the difference between an incorporated village and a village that is not incorporated. |
| ★ | ★ | 3. identify the population characteristics of a village. |
| ★ | ★ | 4. describe the powers of the village council. |
| ★ | ★ | 5. describe the duties of the village council. |
| ★ | ★ | 6. explain the election and term of village council members. |

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| | ★ | 7. explain the duties of the offices of the village government. |
| ★ | ★ | 8. identify the elected and appointed officials of the village government. |
| ★ | ★ | 9. explain the duties of the mayor of the village. |
| | ★ | 10. discuss the role of the village administrator. |
| ★ | ★ | 11. describe the duties of the clerk and the treasurer of the village. |
| | ★ | 12. discuss the duties of the board of trustees of public affairs. |
| | ★ | 13. compare the social and economic characteristics of the village and other municipalities. |
| | ★ | 14. compare the political decision making characteristics of the village and other municipalities. |
| | ★ | 15. define homerule provisions as they apply to village government. |
| | ★ | 16. recognize local pressure groups with both economic and non-economic goals. |
| | ★ | 17. explain the goals of a non-economic pressure group such as concerned citizens groups. |
| | ★ | 18. identify the functions of appointed boards and commissions of village government (park board, zoning board, etc.). |
| | ★ | 19. explain how the individual citizen can influence local government. |
| | | D. Township Government |
| ★ | ★ | 1. recall the history and development of townships in Ohio. |
| | ★ | 2. define township according to the Ohio Revised Code. |
| | ★ | 3. explain the limitations of township government. |
| ★ | ★ | 4. compare township government with other units of local government. |
| ★ | ★ | 5. list the governmental officials of the township. |
| ★ | ★ | 6. describe the term of office and compensation of township officials. |
| ★ | ★ | 7. describe the duties of Township officials. |
| | ★ | 8. describe a non-partisan election. |
| | ★ | 9. discuss efforts that are used to formulate public opinion and to influence voter behavior. |
| | ★ | 10. identify pressure groups operating in the township. |
| | ★ | 11. recognize the motives and interests of pressure groups in the township. |
| ★ | ★ | 12. describe the responsibilities of the key township employees. |
| | ★ | 13. define zoning. |
| | ★ | 14. review the basic zoning laws of the township. |
| | ★ | 15. explain how a citizen might influence township government. |
| | ★ | 16. evaluate proposal for township reform (i.e., legislative authority or abolish). |
| | ★ | 17. identify examples of cooperation of conflict among local government. |

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| | ★ | E. Local Boards of Education |
| | ★ | 1. review the responsibilities of the State Board of Education. |
| | ★ | 2. review the responsibilities of the Superintendent of Public Instruction. |
| ★ | ★ | 3. review the different types of school districts in Ohio. |
| ★ | ★ | 4. discuss the purpose of the county boards of education in Ohio. |
| | ★ | 5. discuss the role and function of city and local board of education. |
| | ★ | 6. describe the nomination and election of a board of education member. |
| | ★ | 7. identify Ohio's Sunshine Law. |
| | ★ | 8. compare the duties of the superintendent and the duties of boards of education (personnel, budgeting and appropriations, use of facilities, salary schedule, and course of study). |
| | ★ | 9. explain the role and function of the clerk treasurer. |
| ★ | ★ | 10. identify the source of revenue for school districts. |
| ★ | ★ | 11. differentiate between a levy and a bond issue. |
| | ★ | 12. identify the composition of a joint vocational school district and the powers given to it. |
| | ★ | 13. create an organizational chart of one's own school district. |

# GEOGRAPHY

Emphasis of the Geography Course of Study is placed on fundamental factors of globalism, physical geography, and cultural geography. These geographic factors are then integrated and applied to the studies of contemporary topics and to regional areas around the world. The outline suggests contemporary topics for study and discussion, and concepts which should be applied to the studies of regions of U.S. and the world.

Map and globe studies must be integrated into the geography curriculum as sources of information to clarify and expand each teaching unit; map and globe studies are not used to best advantage when treated separately from the region or topic which they represent. For remediation and reinforcement of map and globe skills refer to the elementary scope and sequence.

Students should be given geographic education in cultural ecology (human interaction with physical environment), spatial interaction (the geography of change), and environmental perception (personal awareness of living areas) to enable them to analyze and appreciate diversity and diffusion in world cultures.

Some fundamental factors of geography are also basic to the study of science, particularly to earth science; to avoid possible omission through the student's choice of elective subjects, we have included those factors which are generally considered necessary to comprehension of geographic concepts.

## GOALS

1. The students will be able to locate, acquire, organize, evaluate and communicate information.

2. The students will be able to interpret information from maps and globes, and to understand time and spacial relationships.

3. The students will be able to apply critical thinking and problem solving skills to effective personal decisions, interpersonal relations and the analysis of the social issues.

4. Students will have an appreciation of the ideals and traditions of others.

5. The students will appreciate the creativity and diversity of human cultures.

6. The students will develop an understanding of the history and heritage of our nation and the world that will enable them to deal with political, economic, and social aspects of their world.

7. The students will have an understanding of the relationship between mankind and earth.

## CONTENT OUTLINE FOR GEOGRAPHY

I. Physical Geography
   A. Place Locations

II. Cultural Geography
   A. Introduction

III. Contemporary Topics
   A. Energy/Resources/Environment

IV Regional Geography
   A. Physical, Cultural, Political and Economic

# GEOGRAPHY

The student will be able to:

I. Physical Geography

A. Place Locations

| | Jr. | Sr. | |
|---|---|---|---|
| | ★ | ★ | 1. define physical geography as being concerned with earth features and processes, their spatial and causal relationships. |
| | ★ | ★ | 2. describe physical geography as providing an overall picture of the natural environment that precedes, surrounds, conditions, and supports human existence and activities. |
| | | ★ | 3. define terms used in identifying positions of earth in space, including altitude, azimuth, declination, ecliptic, equinoxes, meridian, orbit, solstices, etc. |
| | | ★ | 4. use the latitude-longitude grid system as the frame of reference to measure both location and time. |
| | | ★ | 5. locate and identify the shapes of land masses called continents. |
| | ★ | ★ | 6. locate and name the major oceans on a map or globe. |
| | ★ | ★ | 7. locate on a map of the world the desert areas of the world. |
| | ★ | ★ | 8. locate and name the four major hemispheres on a globe. |
| | ★ | ★ | 9. locate and identify the polar regions and the equator on a globe. |
| | ★ | ★ | 10. locate and name the major mountain ranges on a globe or map. |
| | ★ | ★ | 11. locate and name the major plains regions on a globe or map. |
| | ★ | ★ | 12. recognize the major seas with respect to their physical settings. |
| | ★ | ★ | 13. recognize major cities with respect to physical settings. |
| | ★ | ★ | 14. locate and relate latitudes to the equator and the poles. |
| | ★ | ★ | 15. locate positions on a globe by using coordinates - latitude and longitude. |
| | ★ | ★ | 16. apply terms that provide geographic focus, including: region, boundary, state, nation, etc. |
| landforms | ★ | ★ | 17. associate names of tectonic processes with particular events, landforms, etc. |
| | ★ | ★ | 18. identify gradational landform processes by agents involved, i.e., running water, glaciation, wind, waves. |
| | ★ | ★ | 19. identify gradational landform processes by function, as erosion, transportation, deposition. |
| | ★ | ★ | 20. list the common agents of physical erosion, including runoff, streams, wind, waves, and glaciers. |
| | ★ | ★ | 21. describe the kinds of landforms associated with runoff, stream erosion, and glaciation. |
| | ★ | ★ | 22. describe the classification of landforms according to slope (contours), i.e., plains, plateaus, hills, mountains. |

| | Jr. | Sr. | | |
|---|---|---|---|---|
| | ★ | ★ | 23. | identify landforms according to the processes which formed them. |
| | ★ | ★ | 24. | identify common landforms (relief features: plains, plateaus, mountains, hills) in an area being studied. |
| | ★ | ★ | 25. | identify terms commonly used to classify gradational landforms (coastal plain, sand dune, loess, shoreline of submergence, shoreline of emergence, glacial valley, moraine, outwash plain, young stream, mature stream, old stream, alluvial terrace, flood plain, delta). |
| | ★ | ★ | | |
| | | ★ | | |
| | | ★ | | |
| climate | | ★ | 26. | explain climate controls including latitude, altitude, mountain barriers, ocean currents, proximity to large bodies of water, semi-permanent high and low pressure systems, air currents, continentality. |
| | | ★ | | |
| | ★ | ★ | 27. | describe the major characteristics of the low, middle, and high latitude climatic regions of the world. |
| | ★ | ★ | 28. | identify characteristics of major types of tropical climates and the distribution of each (low latitude, rainy climates; low latitude, dry climates (steppe, desert). |
| | ★ | ★ | | |
| | | ★ | 29. | state location characteristics of middle latitude cyclonic and highland climates (including continental, steppe, desert, marine). |
| | | ★ | | |
| vegetation | ★ | ★ | 30. | explain factors used to classify vegetation types: climate, altitude, latitude, distribution, location and abundance. |
| | ★ | ★ | | |
| | ★ | ★ | 31. | identify the characteristic vegetation of tropical, temperate, and polar latitudes. |
| | ★ | ★ | 32. | distinguish among major sub-categories of grasslands: savanna, prairie, steppe and applications of these for geographic description and analysis. |
| | | ★ | | |
| soils | | ★ | 33. | state distinctions among major sub-categories of soil textures: sand, sandy loam, loam, clay. |
| | | ★ | | |
| | | ★ | 34. | list soil properties desired, valued, or required for various types of human activities and settlements. |
| | | ★ | | |
| water | ★ | ★ | 35. | define terms used to identify water features, such as oceans, seas, estuaries, deltas, rivers, tributaries, drainage systems, sources. |
| | ★ | ★ | | |
| | ★ | ★ | 36. | explain ways in which availability of water affects the choice of sites for settling, farming, manufacturing, etc., by individuals and groups. |
| | ★ | ★ | | |
| | ★ | ★ | 37. | define terms for major land-water interactions including erosion, runoff, leaching, precipitation, glaciation, diffusion. |
| | ★ | ★ | | |
| | ★ | ★ | 38. | explain ways in which the water cycle is related to seasonal water balance and soil water balance. |
| | ★ | ★ | | |
| | ★ | ★ | 39. | discuss ways in which the natural distribution of ground and surface water affects locational decisions or patterns of human settlement. |
| | ★ | ★ | | |
| | ★ | ★ | 40. | state names, courses and characteristics of major ocean currents. |
| | ★ | ★ | 41. | discuss ways in which ocean currents and land features interact to affect weather and climate. |
| | | ★ | | |

| | Jr. | Sr. | |
|---|---|---|---|
| | | ★ | 42. discuss ways in which industrial and agricultural wastes threaten life in rivers, estuaries, and oceans. |
| | | ★ | |
| mineral | ★ | ★ | 43. state types, distribution and uses of metals. |
| resources | ★ | ★ | 44. describe composition, origins, distribution, and uses of major types of mineral fuels, including coal, petroleum and natural gas. |
| | ★ | | |
| | | | II. Cultural Geography |
| | | | A. Introduction |
| | ★ | ★ | 1. define cultural geography as the study of humankind adjusting to the natural environment. |
| | ★ | ★ | |
| | ★ | ★ | 2. describe cultural geography as the attempt to identify and explain relationships existing between the distributions of people and their activities and the distribution of physical conditions. |
| | ★ | ★ | |
| | ★ | ★ | 3. recognize that approximately 30% of the earth's land surface possesses geographic conditions suitable for human life. |
| | ★ | ★ | |
| | ★ | ★ | 4. discuss ways that similar habitats are used by people possessing different cultural beliefs and values. |
| population | ★ | ★ | 5. list factors which may be applied to statistical studies of population: composition, size, density, geographic distribution, growth, migration and settlement patterns. |
| | ★ | ★ | |
| | ★ | ★ | 6. discuss current world population in relation to size, distribution (locations and densities), growth rate. |
| | ★ | ★ | 7. discuss future population growth rates, trends, etc. |
| agriculture | ★ | ★ | 8. distinguish among primitive types of agriculture: nomadic hunting, gathering, nomadic herding, subsistence. |
| | ★ | ★ | |
| | ★ | ★ | 9. recognize that primitive modes of agriculture exist today in places where the environment, economy or technology make other ways of life difficult, or where isolation and tradition are retained. |
| | ★ | ★ | |
| | ★ | ★ | 10. discuss the transition from nomadic to subsistence farming and then to surplus production, and finally the opportunity to accumulate goods and wealth. |
| | ★ | ★ | |
| | ★ | ★ | 11. describe plantation agriculture by emphasizing production of surplus amounts of specific crops: cotton, peanuts, tobacco, etc. |
| | ★ | ★ | 12. discuss livestock ranching in relation to grazing: dry land with short grass or shrub vegetation. |
| | ★ | ★ | |
| | ★ | ★ | 13. recognize that the possibility of maintaining an adequate food supply depends upon complex changes in use of farmland, and in social attitudes and practices (intensive farming, family size, dietary changes). |
| | ★ | ★ | |
| manufacturing | ★ | ★ | 14. identify major categories of manufacturing: handicraft, cottage, factory. |
| | ★ | ★ | 15. discuss factory manufacturing in relation to mass production. |

| | Jr. | Sr. | | |
|---|---|---|---|---|
| | ★ | ★ | 16. | discuss factory manufacturing in relation to raising the standard of living for many people while creating many problems (health, resources, poverty, pollution, etc.). |
| | ★ | ★ | | |
| transportation | ★ | ★ | 17. | list major stages in the development of transportation technology. |
| | ★ | ★ | 18. | explain ways in which the location and navigability of rivers and ports, and their proximity to farmlands, roads, etc. have affected settlement. |
| | ★ | ★ | | |
| | ★ | ★ | 19. | describe transportation routes and technology associated with mass migrations at various periods of history. |
| | ★ | ★ | 20. | discuss ways in which the development of modern air travel has altered political, economic, and social relationships among nations. |
| | ★ | ★ | | |
| | ★ | ★ | 21. | discuss ways in which the development of modern transport systems has affected human orientations to (or perceptions of) space and time (e g., the "shrinking world"). |
| | ★ | ★ | | |
| trade/ marketing | ★ | ★ | 22. | list factors of location for various industries. |
| | ★ | ★ | 23. | discuss effects of world wide urbanization on the quality of life, the natural environment, resources, the economy, and culture. |
| urban studies | | ★ | 24. | recognize that the economic base of urban areas is determined by the availability of income, key industries, community and business services. |
| | | ★ | | |
| | | ★ | 25. | explain the effect of the trade area concept on a network of cities. |
| | | ★ | 26. | recognize ways that transportation availability, terrain, resources of an area, and cultural background of immigrants affect city growth patterns. |
| | | ★ | | |
| | | ★ | 27. | describe the concentric ring theory and the sector theory as means of explaining the stages of growth of urban areas. |
| | | ★ | | |
| | | ★ | 28. | define terms used to describe shapes of cities: shoestring, rectangular, star crescent, irregular. |
| | | ★ | 29. | describe urban land use patterns in terms of commercial, industrial, residential, open space, public/semi-public, and streets. |
| | | ★ | | |
| | | ★ | 30. | distinguish between heavy industry and light industry land use. |
| | | ★ | 31. | discuss the effects of a hinterland on the central location and regular spacing of cities. |
| | | ★ | | |
| | | ★ | 32. | define "urban network" as a regional group of interdependent cities and towns, often focused on one major metropolitan center. |
| urban trends and problems | | ★ | 33. | list major urban trends of recent history (technological change, migration to cities, growth of urban areas. |
| | | ★ | | |
| | | ★ | 34. | describe characteristic growth patterns in urban areas (suburban sprawl, middle-class migration from central city, development of slums and blighted areas, decay of central business district, decentralization of industrial area, loss of prime agricultural land, demands on distant water and energy resources). |
| | | ★ | | |

| | Jr. | Sr. | |
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| | | ★ | 35. discuss common approaches to urban problem-solving (zoning, construction, and sanitary codes; traffic control; neighborhood, local, and regional planning; state and federal assistance programs). |
| | | ★ | |
| | | ★ | |
| economic geography | ★ | ★ | 36. categorize the activities upon which local or regional economies may be based, including extractive (fishing, farming, mining, lumbering), secondary (manufacturing, processing), tertiary (financial, medical, merchandising services). |
| | ★ | ★ | |
| political geography | ★ | ★ | 37. define political geography as the study of the association and relationships of the earth and the state. |
| | ★ | ★ | 38. express the main purpose of the study of political geography as being able to recognize and understand the geopolitical problems of the various countries of the world. |
| | | ★ | |
| | | ★ | 39. list the five major questions upon which the study of political geography is based. (1) What people are involved? 2) What natural resources, sites, and areas are involved? 3) What tensions and stresses exist? 4) What problems are created by these tensions and stresses? 5) What are their probable outcomes and solutions?) |
| | | ★ | |
| | | ★ | |
| | | ★ | 40. categorize the three groups of geopolitical problems which characterize every national state: internal (domestic); external (beyond borders); international. |
| | | ★ | |
| | ★ | ★ | 41. state the real bases of national power as the people, space, and natural resources. |
| | ★ | ★ | 42. list factors of national powerhood (i.e., natural advantages and resources, including security and accessibility; a numerous and energetic population; a common language and historical background; freedom of religion, education, and press; advanced technology; capital goods and credit; balanced economic development; internal political stability; friendly relations with other countries). |
| | ★ | ★ | |
| | ★ | ★ | |
| | | | III. Contemporary Topics |
| | | | A. Energy/Resources/Environment |
| energy/ resources/ environment | | ★ | 1. discuss issues associated with the depletion of non-renewable energy resources, including: discovery and development of new sources or forms of energy; increased energy use; increased consumption; waste; national and international politics, environmental problems, and population growth. |
| | | ★ | |
| | | ★ | |
| | | ★ | 2. discuss social and political implications of America's heavy use of energy and resources. |
| | | ★ | |
| | | ★ | 3. list current technological, financial and political obstacles to mass use of solar, tidal, hydro-thermal, wind or other "flow" sources of power. |
| | | ★ | |
| | | ★ | 4. discuss proposals, issues, and problems related to the control of population growth as a means of reducing projected "needs" for limited energy resources. |

| | Jr. | Sr. | |
|---|---|---|---|
| | | ★ | 6. recognize that environmental deterioration (pollution) presents serious hazards to human health, as well as to the health of other species (smog and death rates, etc.). |
| | | ★ | |
| ecology | ★ | ★ | 7. list ways in which human activities bring about changes in natural habitats and their populations (farming, logging, mining, waste disposal, etc.). |
| | ★ | ★ | |
| | ★ | ★ | 8. recognize that unequal distribution of universally valued natural resources has led to conflict among cultural groups and nations. |
| | | ★ | |
| | | ★ | 9. explain ways that modern technology can and has overcome geographic barriers, increasing communication and trade among cultural groups. |
| global alliances | ★ | ★ | 10. discuss geographic features (physical and cultural) separating "developed" and "underdeveloped" nations, including (i.e., variety and abundance of natural resources controlled or accessible for production; and modes or levels of economic and technological organization characterizing their cultures). |
| | ★ | ★ | |
| | | ★ | |
| | | ★ | 11. discuss ways in which political culture, leadership or governmental structure of an "underdeveloped" nation may be altered by formal alliances with a major power or foreign aid. |
| | | ★ | |
| | | ★ | 12. list factors motivating national leaders to offer or accept foreign aid. |
| | | ★ | 13. discuss ways in which a country may respond to incresing population pressures and restricted resources (i.e., including war to increase resources, revolution to redistribute resources, tightening of controls by centralized authority, yielding to famine, etc.). |
| | | ★ | |
| | | ★ | |
| | | | IV. Regional Geography |
| | | | A. Physical, Cultural, Political and Economic |
| | ★ | ★ | 1. explain the concept of region generically (classes of areas: climatic zones, culture areas, economic regions, etc.) and specifically (areas identified by place name: North America, Pacific Northwest, etc.). |
| | ★ | ★ | |
| | ★ | ★ | |
| physical regions | ★ | ★ | 2. classify land regions by the nature or elevation of landforms and by geologic origins. |
| | | ★ | 3. state names, determining features, boundaries and relative locations of major continental plates. |
| | | ★ | |
| | | ★ | 4. identify plains, plateau, hill, and mountain-regions of a continent or continents under study by names, determining features, boundaries, and relative locations. |
| | | ★ | |
| | | ★ | 5. identify major climatic regions by names, determining features, boundaries and relative locations. |
| cultural regions | | ★ | 6. define cultural regions as those whose determining features are related to people or the interactions of people with environment. |
| | ★ | ★ | |

| | Jr. | Sr. | | |
|---|---|---|---|---|
| | ★ | ★ | 7. | define culture areas with respect to a complex of elements distinguishing one major cultural system from another, including language, religion, race or ethnicity, etc. |
| | ★ | ★ | | |
| | ★ | ★ | | |
| | | ★ | 8. | identify the world's major culture areas by names, determining features, boundaries or transition zones, and relative locations. |
| | | ★ | 9. | identify regions defined by the dominant religions of populations occupying them or associated with the origins and development of major religions. |
| | | ★ | | |
| | | ★ | 10. | identify regions defined by the ethnic compositions of populations occupying them, or as the "homelands" of particular ethnic groups. |
| | | ★ | 11. | identify regions defined by the racial composition of aboriginal, historic or current populations |
| | | ★ | | |
| political regions | | ★ | 12. | list criteria (determining features, principles) used to define and classify political regions. (developed, underdeveloped) (communist, free world) |
| | | ★ | 13. | identify major political regions by names, determining features, boundaries and relative locations. |
| | | ★ | | |
| economic regions | | ★ | 14. | categorize the economies supporting the world's populations as extractive or primary (mining, fishing, etc.), secondary (manufacturing, processing), and tertiary (financial, medical, etc.). |
| | | ★ | | |
| U.S. as a region | | ★ | 15. | give size and boundaries of U.S. as a specific geo-political region. |
| | ★ | ★ | 16. | identify with determining features and boundaries the physiographic regions within U.S. (Coastal Plains, Appalachian Highlands, etc.). |
| | ★ | ★ | | |
| | ★ | ★ | 17. | locate the major mountain ranges, lakes, and river systems of U.S. |
| | ★ | ★ | 18. | relate characteristics of mountain and river systems to patterns of U.S. settlement, economic development, political organization, and transportation. |
| | | ★ | 19. | locate varieties of climates, vegetation types, and mineral resources found within the U.S. |
| | ★ | ★ | 20. | relate the distribution and variety of natural factors (climate, vegetation, minerals) to U.S. patterns of settlement. |
| | ★ | ★ | 21. | relate the distribution and variety of natural factors to U.S. patterns of economic development. |
| | | ★ | 22. | describe the sequences of occupancy for U.S. as a region (from earliest to modern times). |
| | | ★ | 23. | discuss economic features of U.S. as a region with emphasis on productive resources. |
| | ★ | ★ | 24. | discuss modes of agriculture of U.S. as a region. |
| | ★ | ★ | 25. | discuss manfacturing, marketing, exports-imports of U.S. as a region. |

| | Jr. | Sr. | | |
|---|---|---|---|---|
| | | ★ | 26. | discuss the distribution of land among various categories of public and private ownership. |
| | | ★ | 27. | describe demographic features of U.S. as a region (size, ethnic, geographic and socio-economic distribution, growth rate, etc.). |
| | | ★ | 28. | describe demographic features of regions within the U.S. |
| | ★ | ★ | 29. | give names and locations of major U.S. cities, with emphasis on locational factors having significance for their development as centers of population, trade, industry, etc. (natural transportation routes, barriers, hinterlands, climates, etc.). |
| Great Lakes as a region | ★ | ★ | 30. | describe determining features, states falling within the Great Lakes as a specific region of the U.S. |
| | ★ | ★ | 31. | describe major physiographic features of the Great Lakes, including names and characteristics of mountain ranges, rivers, plateaus, plains, etc., and processes involved in their origins. |
| | ★ | ★ | 32. | list climatic features of the Great Lakes as a region (latitude, proximity to lakes, origins and directions of seasonal winds, topography, etc.). |
| | ★ | ★ | 33. | state characteristics and distribution of Great Lakes mineral resources. |
| | ★ | ★ | 34. | describe economic features of the Great Lakes as a region (fishing, forestry, agriculture, commerce, etc.). |
| | ★ | ★ | 35. | relate physical factors to the bases for development of the Great Lakes economy and of local economies within the region (commerce, tourism, etc.). |
| | ★ | ★ | 36. | relate patterns of land-use settlement and economic development. |
| | ★ | ★ | 37. | review sequences of occupancy for the Great Lakes as a region, and for localities within it (ethnic groups migrating and settling). |
| | ★ | ★ | 38. | describe demographic features of the Great Lakes as a region (current or projected size of population, ethnic composition, socio-economic distribution, etc ). |
| | ★ | ★ | 39. | identify significant routes, characterizing major transportation networks linking localities within the Great Lakes or linking the Great Lakes with the rest of the world. |
| | ★ | ★ | 40. | discuss problems and issues related to the Great Lakes' energy use and supply. |
| | ★ | ★ | 41. | discuss problems and issues related to the Great Lakes' primary resources (water, forests, agricultural lands, etc.) and their use. |
| | ★ | ★ | 42. | discuss problems and issues related to planning for the future of the Great Lakes lands, populations, industries, and environmental resources. |

## SOCIAL PSYCHOLOGY

The content reflects the scientific approach to the study of human behavior through an analysis of individual growth patterns and social interrelationships. The student is provided an opportunity to explore his own identity within the context of society, as well as the potential for alternative behaviors.

It is expected that the students will be able to:

### GOALS

1. Locate, acquire, organize, evaluate and communicate information.
2. Interpret information from charts, graphs and diagrams.
3. Apply critical thinking and problem solving skills to effective personal decisions, interpersonal relations and the analysis of social issues.
4. Value their own self-worth and respect the dignity of others.
5. Appreciate the creativity and diversity of human cultures and individual behavior.
6. Examine personal and social values, and have an awareness of consequences of holding specific value positions.

# CONTENT OUTLINE FOR SOCIAL PSYCHOLOGY

I. Scope and Methods
   A. Definition of Psychology
      1. History of Psychology
      2. Related Fields
   B. Research Methods
      1. Inquiry Approach
      2. Experimentation and Observation
   C. Fields and Career Areas

II. Body and Behavior
   A. Physiological Structure
      1. Brain
      2. Nervous System
   B. Emotion
   C. Heredity and Environment

III. Consciousness and Perception
   A. Sensation
   B. Motivation
   C. Altered States of Consciousness
      1. Dissociation
      2. Dreaming, Hypnosis, and Meditation
      3. E. S. P.
      4. Drug States

IV. Memory and Thought
   A. Storage and Retrieval of Memory
   B. Problem Solving
   C. Creativity

V. Learning
   A. Conditioning
   B. Factors that Affect Learning
   C Skills and Strategies

VI. Development
   A. Maturation and Intelligence
   B. Theories of Development
   C. Communication Patterns
   D. Identity

VII. Personality
   A. Theories of Personality
   B. Attitude Formation
   C. Impressions and Assessments

VIII. Disturbance and Adjustment
   A Mental Health
   B. Therapy and Change
   C. Institutionalization
   D. Styles of Living

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# SOCIAL PSYCHOLOGY

The student will be able to:

I. Scope and Methods

A. Definition of Psychology

psychology

1. define social psychology.
2. describe the development of psychology as a seperate field of study.
3. identify available fields in psychology today.
4. discuss reasons why the study of psychology is needed.

B. Research Methods

scientific method

1. explain the scientific method and its application to psychology.
2. describe the roles of observation and experimentation in psychological study.
3. explain the importance of ethics in human and animal experiments.
4. find examples of psychological experimentation in current literature.

C. Fields and Career Areas

1. compare and contrast psychology as a profession and as a science.
2. cite typical jobs that can be performed by people with education in psychology.
3. specify possible future areas in which psychology is likely to make significant contributions as a discipline.

II. Body and Behavior

A. Physiological Structure

brain
nervous system

1. identify functions of specified parts of the brain and nervous system.
2. label said parts on appropriate charts and diagrams.
3. list and explain methods that scientists use to study the brain.
4. discuss the role of early researchers in relating individual behavior to physiological structure.
5. intelligently criticize future trends in brain research.
6. evaluate possible effects of this research within the context of social standards and his own value system.
7. identify the drives that are closely related to biological need.
8. compare the role of the "old brain" to that of the "new brain."

B. Emotion

emotion

1. explain the relationship between hormones and emotion.
2. compare the major theories of emotion.
3. give examples of how emotion can affect the body.
4. describe the possible results of chronic emotional stress.
5. discuss the basis for the operation of a polygraph machine.
6. discuss faithhealing claims and suggest psychological implications.
7. list common psychosomatic disorders.

C. Heredity and Environment

heredity/environment

1. discuss the relationship between heredity and environment.
2. describe the value of studying animal behavior.
3. discuss the contributions of ethology (biology of behavior).

III. Consciousness and Perception

A. Sensation

perception
sensation

1. define perception.
2. distinguish between perception and sensation.
3. describe the process by which physical stimuli are changed into sensory information.
4. give an example of sensory adaptation.
5. compare threshold and just noticeable difference.
6. describe the process of vision.
7. explain the functions of the rods and the cones.
8. discuss colorblindness and its cause.
9. list the types of colorblindness.
10. describe the process of hearing.
11. explain the relationship between smell and taste.
12. list and describe the four main skin senses.
13. give an example of referred pain.
14. describe the characteristics of pain.
15. discuss current research on pain management.
16. describe factors involved in depth perception.
17. illustrate an example of an optical illustion.
18. explain how we are "tricked" by illusions.
19. give an example of figure and ground perception.

B. Motivation

motivation

1. discuss the meaning of motivation.
2. describe the role of homeostasis (body equilibrium) in motivation.
3. identify unconscious motives that shape our behavior.
4. compare intrinsic and extrinsic motivation.

needs

5. explain Maslow's theory of human needs.
6. demonstrate how one might assess achievement motivation with pictures or storytelling.
7. describe several characteristics of high achievers.
8. identify factors that have affected the female achiever in our society.
9. suggest ways in which the application of motivational theory could affect future societies.

C. Altered State of Consciousness

consciousness

1. describe the active nature of consciousness.
2. define and give and example of dissociation.
3. describe the effects of split-brain surgery.
4. give examples of altered states of consciousness.
5. give examples of automatic, unconscious behaviors.
6. describe the process of hypnosis.
7. relate the history of hypnotic techniques.
8. evaluate current research on hypnosis.
9. describe REM sleep and its relation to dreams.
10. assess the major approaches to dream interpretation.
11. define hallucination.
12. list several causes for hallucinations.
13. describe the effects of mood-altering drugs.
14. criticize current research on consciousness manipulating drugs.
15. describe meditation and its role in the martial arts.
16. suggest possible advantages of meditation.
17. describe the different areas of E.S.P.
18. criticize popular accounts of psychic phenomena.
19. identify several well-known psychics and their fields.

IV. Memory and Thought

A. Storage and Retrieval of Memory

cognition

1. describe the three main steps in information processing.

memory

2. differentiate among sensory storage, short-term memory and long-term memory.
3. explain why one forgets.
4. describe three theories of forgetting.
5. describe three theories of memory storage.
6. evaluate experiments used in support of the memory storage theories.
7. give examples of recognition and recall.
8. describe the processes of selective attention and feature extraction.
9. explain how information may be more easily retrieved from memory.
10. describe the effect of meaningfulness on information to be remembered.
11. give examples of mnemonic devices.
12. demonstrate the pegword system.
13. demonstrate the memory system of "loci."
14. explain eidetic memory and its common properties.

B. Problem Solving

thought

1. arrange the units of thought (image, symbol, concept, rule) as they occur in the thinking process.
2. differentiate between directed and non-directed thinking.
3. describe the typical strategies used in problem solving.
4. explain the effects of "set" on problem solving.
5. suggest advantages and disadvantages to group problem solving.
6. identify and give an example of the phenomenon of "groupthink."
7. demonstrate in the brainstorming method.
8. discriminate between inductive and deductive reasoning.

C. Creativity

creativity

1. list the basic components of creativity.
2. describe the typical stages in the creative process.
3. identify several creative popular artists.
4. explain why they are considered "creative."
5. discuss creativity and its relationship to neurosis.
6. suggest possible ways in which society may sometimes thwart creativity in children.

V. Learning

A. Conditioning

learning

1. define learning as a lasting change in behavior.
2. give an example of habituation.
3. describe the process of classical conditioning.
4. relate the story of Pavlov and his experiment.
5. compare the patterns of generalization and discrimination.
6. identify B.F. Skinner and his learning theory.
7. describe a Skinner box and its relationship to operant conditioning.
8. explain the importance of animal study to learning theory.
9. compare extinction in classical conditioning to extinction in operant conditioning.
10. describe a learning situation designed through a schedule of operant conditioning.
11. discuss the practical implications of conditioning methods.

B. Factors that Affect Learning

1. explain the role of attention in the learning process.
2. demonstrate the importance of feedback in learning a new skill.
3. describe how certain involuntary behaviors can be controlled by bio-feedback techniques.
4. discuss the negative side effects of aversive control (punishment).
5. compare imitation and shaping in the learning of a skill.
6. explain the role of practice (including mental practice) in skill acquisition.

C. Skills and Strategies

learning strategies

1. list several effective learning strategies.
2. identify several conditioned reinforcers and explain how they serve to motivate behavior.
3. describe an experiment demonstrating "learned laziness."
4. describe an experiment demonstrating "learned helplessness."
5. suggest an effective method for concentrated study of school material.

VI. Development

A. Maturation and Intelligence

maturation

1. describe the interaction between maturation and learning in development.
2. identify some of a newborn's reflex responses.

3. give an example of a simple response that can be learned before birth.
4. explain the importance of attention, comfort and stimulation from a mother or mother figure in the early years of life.
5. cite experiments that serve to demonstrate the above.
6. describe and give an example of a surrogate (substitute mother).

B. Theories of Development

learning

1. identify Piaget and his theory of child development.
2. describe the assimilation and accomodation of schemes.
3. describe the imprinting process (Lorenz experiment).
4. describe Freud's theory of sex-role identity and morality.
5. explain the Oedipal conflict as proposed by Freud.
6. explain the social-learning theory of development.
7. identify Albert Bandura and his experiments on imitation in children.
8. discuss the implications of Bandura"s findings on TV viewing of young children.
9. explain the theories of sex-role acquisition (identification, imitation, role-taking).
10. describe several popular models of child-rearing.
11. evaluate the most effective methods of child-rearing.

C. Communication Patterns

1. describe the stages of language development in children.
2. relate experiments demonstrating language development in animals (Washoe, KOKO).
3. describe several ways in which people communicate status differences.
4. demonstrate how body language conveys information.
5. evaluate the possible effects of subliminal communication in advertising and behavior control.

D. Identity

affiliation
self concept
maturation
impression

1. identify several reasons for people's need to affiliate with one another.
2. compare one's true-acting-experiencing self (the "ME") with the self as it is perceived through the eyes of others (the "I").
3. identify factors that contribute to one's self-concept.
4. describe ways in which people form impressions of others.
5. relate the roles of generalization, stereotyping and the "halo effect" in impression formation.
6. list three types of rewards for which friends are selected.

7. differentiate between friendship and love.
8. compare high anxiety and low anxiety in the need for affiliation.
9. compare sociological and psychological growth.
10. evaluate the effect of media on developmental needs and self-identity.
11. discuss the relationship between self-definition and sexual identity.

VII. Personality

A. Theories of Personality

personality

1. explain the purpose of personality theory.
2. describe Freud's psycho-sexual theory of personality.
3. describe the role of the unconscious components of behavior; i.e., ego and superego.

defense mechanisms

4. explain the operation of defense mechanisms as proposed by Freud.
5. compare extraversion and introversion as polarities of personality.
6. give an example of "Freudian slip."
7. describe Jung's theory of the collective unconscious (urges and memories of the whole human race which we all have along with our individual conscious).
8. explain Rogers' concept of the fully functioning person.
9. compare productive and nonproductive character types as described by Fromm.
10. summarize Fromm's approach to personality theory.
11. compare the tenets of existentialism to those of behaviorism is assessing the nature of the individual and his behavior.

motivation

12. list several characteristics of Maslow's self-actualized individual.
13. discuss the concept of free will in view of the hereditary and environmental forces of behavior.
14. compare and give examples of deficiency needs and growth needs.

B. Attitude Formation

attitude

1. define attitude.
2. describe three processes involved in attitude change: compliance, identification and internalization.
3. discuss personality factors which will help to determine whether or not a person will change his attitudes.
4. give examples of the "boomerang effect" in advertising.

communication

5. compare persuasion and propaganda.
6. explain how one might be conditioned to withstand highly persuasive tactics.

7. identify examples of propaganda.
8. explain the results and the significance of Stanley Milgram s experiment on obedience to authority.

conformity
attitude

9. identify several reasons why people conform to group pressure.
10. describe and give an example of the self-fulfilling prophecy.
11. discuss why the phenomenon of self-justification can have negative side effects.
12. discuss the concommitant effect of action and attitude.
13. describe and give an example of the process of cognitive dissonance (thought conflict).

C. Impressions and Assessments

assessment
personality
testing

1. describe several ways in which personality may be assessed.
2. compare objective and projective techniques of personality assessment.
3. give examples of objective and projective personality tests.
4. demonstrate the use of different styles of attitudinal surveys.

personality/attitude

5. suggest a relationship between attitude and personality.
6. evaluate the use of graphology in personality assessment.
7. criticize current "self-help" literature on personality and attitude adjustment.

VIII. Disturbance and Adjustment

A. Mental Health

1. explain the difficulty in defining "abnormality," and suggest a workable concept.

mental illness

2. describe the prevalence of mental illness in America.
3. describe the early treatment of the mentally ill through an historic account of the major events which lead to the establishment of the mental hospital.
4. explain the role of Pinel in the movement toward better care of the mentally ill.
5. discuss the problems of "labeling" in the mental health field.
6. compare neurosis and psychosis.
7. give examples of neurosis and psychosis.
8. explain and give examples of dissociation.
9. define phobia and its usual causes.
10. identify several common types of phobias.
11. describe the general symptoms of schizophrenia.
12. differentiate between hebephrenic, paranoid and catatonic schizophrenia.
13. demonstrate the difference between obsessions and compulsions with common examples.
14. explain depression and its cause and effects.
15. describe the behavioral and physical characteristics of the autistic child.

16. differentiate between mental illness and mental retardation.
17. suggest and evaluate possible effects on behavior from the increased rate of social change in the future.

B. Therapy and Change

therapy

1. differentiate between common therapeutical practices.
2. describe the common features of different forms of psychotherapy.
3. describe the process of desensitization in therapy.
4. identify the essential goals and methods of client-centered therapy.
5. explain the fundamental purposes and techniques of Gestalt therapy.
6. discuss future trends in drug therapy in the treatment of the mentally ill.
7. evaluate the possible effects of drug research within the context of social standards and his own value system.
8. explain the use of hypnosis in clinical therapy.

C. Institutionalization

1. identify community mental health services.
2. describe the common effects of institutionalization.
3. disucss the relationship between individual rights and institutional living.
4. describe the "half-way house" for de-institutionalized patients and its apparent success in most areas.
5. relate the results of studies sending "fake" patients to be admitted into mental hospitals.

D. Styles of Living

1. give examples of tranquilizers, sedatives, and antidepressants.
2. describe the psychological effects of the above.
3. evaluate the pros and cons of treating hyperkinesis (hyperactivity) in children with stimulants (Ritilin).

stress

4. suggest ways in which society might help the individual to cope with stress and anxiety in the future.
5. criticize current "self-help" literature (e.g., the words of Dr. Wayne Dyer) and its potential as a better life guide.
6. discuss the rising rate of teenage suicide and its relation to societal pressure on youth.
7. discuss the need for each person to have an individual psychology (an understanding of the components of behavior as demonstrated through experimentation in the field) for mentally healthy living.

## SOCIOLOGY

Sociology is the study of individuals as social beings. Each society develops its own culture. Sociology is concerned with the study of groups, and institutions within a given culture. The sociologist is primarily interested in that part of culture concerned with socialization, values, norms, sanctions, status and interdependence.

### GOALS

1. The students will be able to locate, acquire, organize, evaluate and communicate information.

2. The students will be able to apply critical thinking and problem solving skills to effective personal decisions, interpersonal relations and the analysis of the social issues.

3. The students will have an appreciation of and a personal commitment to their rights and responsibilities as a citizen in a democratic society.

4. Students will value their own self-worth and respect the dignity of others.

5. Students will have an appreciation of the ideals and traditions of others.

6. The students will appreciate the creativity and diversity of human cultures.

7. The students will develop an understanding of the concepts of institutions, decision-making and citizenship with emphasis on the American system.

8. The students will have opportunities to examine personal and social values, and have an awareness of the consequences of holding specific value positons.

# CONTENT OUTLINE FOR SOCIOLOGY

I. Social Influences
   A. Culture
   B. Socialization
   C. Groups

II. Stratification
   A. Status
   B. Class
   C. Minorities in America

III. Social Institutions
   A. General
   B. Family
   C. Education
   D. Religion
   E. Government
   F. Economics

IV. Collective Behavior
   A. Definitions
   B. Structured and Unstructured Organizations

V. Change
   A. Theory
   B. Technology
   C. Urbanization
   D. Social Movements
   E. Future

VI. Social Issues
   A. Problems

SOCIOLOGY

The student will be able to:

I. Social Influences

A. Culture

1. define culture.
2. explain the relationship between culture and society.
3. discuss the function of culture in facilitatius communication, anticipating responses of others, and establishing common values.
4. distinguish between examples of material and non-material culture (non material-norms, values, language, etc.).
5. distinguish between a culture trait and culture complex.
6. define and give examples of values, norms (folkways, mores, laws) and sanctions.
7. recognize that symbols (words, signs and gestures) have social significance.
8. list examples of cultural universals (i.e., language, religion, food, shelter, etc.).
9. recognize that each society has a different culture (cultural relativity).
10. define ethnocentrism.
11. define and give examples of subculture and countercultures (i.e., youth culture and anti-war groups).
12. compare the American culture with another culture using the vocabulary of sociology.
13. define culture change.
14. list factors influencing culture change.

B. Socialization

1. define socialization.
2. recognize that man is shaped by his social environment as well as his biological environment.
3. define self-concept.
4. explain how individuals develop self-concept.
5. identify the agents of socialization (e.g., parents, peer group, T.V.).
6. list social factors affecting personality (socialization, internalization, attitude formation).
7. define the term "social role."
8. explain the relationship between norms and roles (role expectancy).
9. list the differences in roles between men and women in our society.
10. identify those sex role differences that have biological differences.
11. explain how ones role changes with age.
12. discuss the relationship between role and social self.

13. give examples of how an individual has several roles.
14. discuss prominent theories related to moral judgement (i.e., Piaget, Kolhberg).
15. define adolescents in American society.
16. analyze the significant agents of socialization of adolescents.
17. recognize that the concept of adolescents is peculiar to western industrialized society.
18. compare the socialization process of youth with adults.
19. define and give examples of resocialization (i.e., military, prisons, etc.).
20. identify role conflict for each stage of socialization.

C. Groups

1. define the sociological term "group."
2. compare characteristics of primary and secondary groups.
3. classify a list of groups into primary or secondary groups.
4. list the functions of a primary group.
5. identify methods used to study small groups (i.e., sociometry group dynamics and interaction analysis).
6. define and recognize examples of social process known as conflict, competition, cooperation, accomodation and assimilation).
7. define the term "social control."
8. explain the relationship between social control and socialization.
9. explain why individuals normally conform to social standards (i.e., conscience and sanction).
10. discuss the problem of society in maintaining a balance between conformity and individuality).
11. discuss the sociological theories which emphasize social causes for deviance.
12. define a formal organization.
13. examine the structure and organization of a specific bureaucracy).

II. Stratification

A. Status

1. define status.
2. compare the relationship between role and status.
3. define and recognize examples of achieved and ascribed status.

B. Class

1. define social class.
2. list the values that underlie social stratification in American society.

3. explain two conflicting theories of social stratification (i.e., functionalist and conflict).
4. list the criteria that determines social classes in America (wealth, occupation, race, education).
5. interpret charts and graphs that illustrate social stratification in America.
6. explain how sociologists use information about social class to make predictions about society.
7. explain how social class is related to life chances, religious activity, political views, tolerance, education, economic opportunity, divorce rate.
8. explain the difference between a class and caste system.
9. define social mobility and distinguish between vertical and horizontal mobility.
10. list factors that influence social mobility.
11. debate the topic: Is social inequality inevitable?

C. Minorities in America (Racial, Ethnic, Age, Gender)

1. define, distinguish among and give give examples of racial, ethnic and minority groups.
2. examine patterns of rejection (i.e., prejudice, stereotypes, discrimination, expulsion and extermination) of various minorities in America.
3. explain how each of the following may be affected by membership in a minority group (i.e., self-concept, life chances, economic status, education, etc.).
4. examine patterns of acceptance (amalgamation, pluralism, integration, accomodation, assimilation) of various minorities in America.
5. evaluate different responses a minority group member can make to his or her socially defined inferior position (acceptance, organized protest, aggression, voluntary segregation).
6. evaluate examples of experiments in acceptance of minorities including affirmitive action, open housing, busing separitism, etc.).
7. debate the topic: Is rejection of minorities inevitable?

III. Social Institutions

A. General

institution

1. explain how sociologists study institutions.
2. define, give and recognize examples of institutions, organizations and associations.
3. compare institutions and organizations.
4. list the basic or fundamental needs of society.
5. examine ways in which our behavior is institutionalized.
6. identify the basic institutions of all societies - family, religion, education, economy, and government (policy).
7. describe the needs met by each of the social institutions including: family, education, religion, politics, and economics.

8. distinguish between manifest and latent functions of institutions (e.g., education for all, but discrimination denies certain opportunities).
9. explain how institutions are interrelated.
10. explain why institutions resist change.
11. recognize the limitations of institution's influence.
12. evaluate the overspecialization of organizations and associations.

B. Family

1. recognize that all families perform two primary functions - procreation and socialization.
2. discuss several secondary functions of the family (economic, religious, educational, political, affection, status).
3. identify specific functions provided by a family using a specific case study or example.
4. describe the various types of family structures including joint, nuclear, extended and aggregate (consanguine).
5. compare the various forms of family structure including monogamy, polygamy, polygyny, polyandry, and group.
6. define the two types of families classified by authority; matrilocal and patrilocal.

diversity

7. evaluate the restrictions normally placed on family structure including endogamy and exogamy.
8. list methods of mate choice process in different societies.
9. recognize that family functions vary from time to time, place to place and group to group.
10. compare the societal characteristics of families including age started, size and roles of members.
11. describe trends, statistics and causes in the size and composition (pattern) of the U.S. family.
12. evaluate the changes in the family in American society (courtship, marriage, child rearing).

social change

13. list some of the factors causing changes in the family institution in American society.
14. discuss problems experienced by the family in American society.
15. recall the concept of role conflict using examples from the family (changes in sex role).
16. explain the interrelationship among family and the other social institutions.
17. interpret tables reporting divorce rates.
18. compare divorce laws in different parts of the nation and world.
19. evaluate the significance of changes in divorce rates.
20. recall meaning of primary group.
21. predict the future function and organization of the family in America.

C. Education

1. list the functions of the institution of education in a society.
2. evaluate the effectiveness of education in providing basic functions in American society including: teaching basic skills, preparation for a vacation, passing on values and accumulated knowledge of society, keeping members out of the labor market, vehicle for social mobility, vehicle for social change, recreation.
3. discuss the local control of schools in American society.
4. construct a chart illustrating the structure of american education including pre-school/day care, elementary and secondary, post high, adult.
5. debate the merits of public vs. private educational organizations.
6. evaluate the significance of educational changes such as tracking, mainstreaming, special education.
7. debate the importance of education as a means of preserving tradition vs. a vehicle for social change.
8. evaluate the importance of basic education vs. vocational education.
9. distinguish between formal and informal education.
10. compare the education institution in America with those in another culture.
11. discuss the interrelationship between education and family.
12. discuss the interrelationship between education and religion.
13. predict the future functions and organization of education in America.

D. Religion

1. recognize that all cultures include an institutional system of religious beliefs (that provide explanations for things that cannot be directly verified or explained otherwise)..
2. describe institutional religion as a system of perpetuate beliefs considered to be supernatural or sacred, and which provides for moral conduct and symbolic practices considered to be in harmony with beliefs.
3. explain the functions of religion in a society including unifying force, promotion of stability, establishing a common sense of purpose, welfare.
4. compare formal and informal religious organizations.
5. identify common characteristics of institutionalized religion - beliefs, hierarchical arrangements of personnel, symbols, rituals, propitiation and magic.
6. distinguish among church, denomination and cult.
7. identify the roles involved with the institution of religion including: clergy, laity, religious leaders, missionary, mystic, evangelist.
8. compare at least two religious organization functions, beliefs, and structure (e.g., Roman Catholic, black Muslim, Hindu, Islam, Primitive, charismatic protestant).

9. recognize the diversity of religious institutions throughout the world and in America.
10. evaluate the interrelationship between religion and education in American society.
11. discuss church membership as reflecting a community's pattern of social stratification.
12. discuss possible explanations for trends in church membership in U.S. in the past 50 years.
13. evaluate the interrelationship between religion and government in American society.
14. describe the changes in function of religion in American society.
15. predict future significance of religion in American society.

E. Government

1. define the political institution as a social and cultural system (establishing formal methods for acquiring and exercising power within a given jurisdiction through agencies deemed to have legitimate authority).
2. list several functions of political institutions (enforcement of vital behavior norms; planning, coordinating, and financing activities of public concern; protection and maintenance of order and justice.
3. define power (as the ability to influence behavior or thoughts of others, analyzed on the basis of levels of authority and influence.
4. compare authority (stemming from an office or status in the social structure of society) and influence (based on personality attributes of the people with power and of those whom they influence).
5. compare three types of authority - traditional (economic or coersive), charismatic, and rational-legal (constitutional).
6. recognize that the political institution definces who shall be accorded what power in government and when and how it shall be accorded.
7. define ideology.
8. distinguish among several forms of government ideology including monarchy, oligarchy, democracy, and dictatorship.
9. discuss ideals commonly associated with American democracy including the importance of the individual, consent of the governed, majority rule and minority rights, equality of opportunity.
10. evaluate changes in political affiliation in the past 25 years.
11. discuss the need for bureaucracy in industrial society.
12. discuss ways in which bureaucracies both inititate and retard social change.
13. analyze the growth of special interest lobbies exerting increasing influence on legislation.

14. interpret tables and graphs illustrating political composition of population.
15. inspect the ways in which politics influences and is influenced by social class, family, groups and organizations, age and sex differences, and education.
16. debate the question: For the U.S., is there one mighty power elite or is there a pluralistic community of power?
17. discuss political "realities" in U.S., including the declining participation (increasing alienation) and the growing concentration of power (bureaucracy).
18. predict the future function and organization of politics in the U.S.

F. Economics
1. identify the principal function of the economic institution (provide the means for survival and maintenance of the members of the society through the production, distribution, and consumption of goods and services.
2. review the basic organization of economics institutions in different societies.
3. describe the impact on American society from industrial capitalism (specialization and resulting occupational subcultures; a society of impersonal employees and organization members; interdependence; high per capita income; high standard of living, etc.).
4. discuss the potential impact on American society from a post-industrial society (selective and smaller markets; speciality products; less mass production; loss of markets by large-scale, overspecialized industries not diversified to accomodate the faddish nature of American consumers; increasing service-type jobs).

IV. Collective Behavior

A. Definitions
1. define collective behavior as (mastly) spontaneous and unpredictable, emotional, usually unstructured temporary responses to an event or circumstance for which there are no clear cultural guidelines, rules, or role expectations.
2. compare the concept of a public with primary and secondary groups.

B. Structured and Unstructured Organizations
1. describe examples of unstructured collective behavio including crowds, audiences, riots, mass hysteria, panics, crazes, fads, fashions, rumors, public opinion.
2. recognize social movements as a more structured, more lasting form of collective behavior (i.e., civil rights movement, E.R.A.).
3. discuss possible pre-conditions for collective behavior as being built into social structure (structural conduciveness), e.g., frustrated social concerns, unanticipated events, instability of the system.

4. explain the importance of communication in arousing and igniting collective behavior, e.g., the roles of rumors, propaganda, public relations, public opinion, mass media.
5. discuss (at least) five basic conditions, in addition to "pre-conditions," which are theoretically necessary for collective behavior to occur, (i.e., societal strain, significant sharing of beliefs (communication), a triggering incident, mobilization of support, effects of social controls on the course of action.

V. Change

A. Theory

1. define social change (an alteration for better or worse in a society's social organization, its social institutions, or its social structure.
2. compare planned and unplanned social change.
3. recognize that all societies are in the process of change, but the rate of change differs.
4. identify leading theories which attempt to explain social change, e.g., evolutionary, cyclical, equilibrium conflict, etc.
5. describe the evolutionary theory of change (contends that societies progressed from simple or primitive to more complex or civilized forms).
6. describe cyclical theories (societies are moving toward extinction rather than perfection: through life cycles, naturally, in a life span).
7. discuss monocausal theories including diffusion, geographic determinism, biological determinism, social eccology, and cultural lag.
8. compare contrasting contemporary theories of social change: equilibrium (stressing adjustments for stability) and conflict (emphasizing conflict and change, shifting or among groups, and built into the social structure).
9. recognize that theories of social change should relate the internal nature of a society and the relationships between the society and its external environment (What? Direction? How? Why?).
10. recognize factors/sources of social change as internal sources (e.g., demography, ideology, inequality, technology), and external sources (e.g., acculturation, diffusion).
11. define cultural lag (strain in the existing social order caused by the necessity of adjusting to a new invention/material culture).
12. explain how a given social change may influence values, norms, and roles in society.

B. Technology

1. identify modernization as change (political, social, psychological) toward a society typical of advanced industrial nations.
2. discuss possible strains and adjustment resulting from modernization.

3. discuss the influences of changing technology on occupational structure (especially in service occupations) and factors contributing to alienation of workers.
4. discuss the future of the post-industrial society including organization of theoretical knowledge, access to information and control of decision making, information production, advancement of theoretical knowledge.
5. discuss basic dilemmas of modern society resulting from modernization and industrialization which form potential problems for the future (e.g., economic growth vs. environmental costs and alienation; control over technological development as it affects environment and human development and existence; mechanisms for distribution of wealth vs. finding ways to cope with increasing population; providing meaningful social roles (self respect) for increasing numbers of the jobless).

C. Urbanization
1. analyze data to identify causes and results of urbanization.
2. identify major social changes that have occurred as U.S. society changed from rural to urban.

D. Social Movements
1. discuss social movement as a deliberate attempt made by a large number of people to bring about change, or to resist change, through group effort.
2. list basic features/characteristics of social movements including concepts of membership, idealism, structure, life cycle, shared values, norms, ideology, activism, pluralism.
3. list examples from different categories of social movements of each of five categories of social movements (e.g., reform: abolition, women's suffrage, prohibition, environment, black rights; alterative: alcoholics anonymous, Salvation Army; revolutionary: Russian/Bolshevik; resistance/countermovement: KKK, backlash to integration, John Birch Society; expressive: religious cults).
4. discuss causes of social movements (i.e., rising expectations, relative deprivations).
5. formulate guidelines which may be used by an organization to accomplish social change in a community.
6. list examples of social movements from U.S. history including early Socialist labor movement, environmental preservation, WCTU, Gay Liberation, ERA, black civil rights movement.
7. analyze causes, goals, methods, accomplishments of a specific social movement (i.e., civil rights, moral majority).

E. Future

1. predict significant changes in society resulting from changes in communications, language, transportation, production, entertainment, general life quality, innovation.
2. define future shock.
3. evaluate significance of the problems caused by future shock using specific examples.
4. list various means by which individuals and society can cope with potential future shock problems.
5. debate "Can we adapt quickly enough to keep up with the pace of change?"
6. debate "Can we cause the kind of future we prefer to have?"

VI. Social Issues

A. Problems

1. discuss ecological problems threatening human survival caused by institutionalized patterns of human activity and values (air and water pollution, pesticides, misuse of forests and other resources, etc.).
2. assess current attempts to solve ecological problems.
3. discuss consequences of rapid population growth including unemployment and under-employment; potential political instability; a significantly younger population; over-urbanization.
4. discuss the relevancy of the theory of Malthus to current world population problems.
5. identify patterns of human behavior and social values which contribute to the causes and possible solutions of over-population.
6. recognize technology as the most important reason for social change in recent history.
7. identify several positive and negative consequences of technological progress (health care services, occupational specialization, urbanization, governmental expansion, geographic mobility, etc.).
8. discuss the roles of the American family and governments in the care and welfare of the elderly.
9. define extrapolation with reference to methodology of sociologists (prediction of a future cultural trend within a society on the basis of observation of an existing trend).

## ECONOMICS

Our purpose is to help young people become responsible citizens and effective decision makers by developing in them an ability to understand and make reasoned judgments about major economic questions facing society and themselves. To meet the need for economic literacy, it is necessary to begin sequenced learning at the elementary levels in basic areas of scarcity, resource allocation, and economic systems.

At the secondary level, students must be able to apply economic concepts to understanding the functioning of both the parts (microeconomics) and the totality (macroeconomics) of the American economic system, together with its relationships to other, world economics. Many of the learning outcomes of microeconomics and macroeconomics can best be taught in specific economics courses at the junior and senior levels.

At least one economics course is essential; however, this is not sufficient for economic literacy. At both elementary and secondary levels, economic learnings should be integrated into all social classes and into other disciplines where applicable, especially mathematics.

### GOALS

1. The students will be able to locate, acquire, organize, evaluate and communicate information.

2. The students will be able to apply critical thinking and problem solving skills to effective personal decisions, interpersonal relations and the analysis of the social issues.

3. The students will develop an understanding of the concepts of institutions, decision-making and citizenship with emphasis on the American system.

4. The students will develop an awareness of how to influence decisions in political, economic, and social systems.

5. The students will develop an understanding of basic economic concepts.

## CONTENT OUTLINE FOR ECONOMICS

I. Basic Economic Concepts
- A. The Basic Economic Problem: Economic Wants
- B. The Basic Economic Problem: Productive Resources
- C. The Basic Economic Problem: Scarcity and Choices
- D. The Basic Economic Problem: Opportunity Costs and Trade-Offs
- E. The Basic Economic Problem: Marginalism and Equilibrium
- F. Economic Systems: Nature and Types of Economic Systems
- G. Economic Systems: Economic Incentives
- H. Economic Systems: Specialization and Efficiency, Division of Labor
- I. Economic Systems: Voluntary Exchange
- J. Economic Systems: Interdependence, GNP, Money
- K. Economic Systems: Economic Goals
- L. Economic Systems: Government Intervention and Regulation

II. Microeconomics: Resource Allocation and Income Distribution
- A. The American Market System: Demand and Supply
- B. The American Market System: Price Mechanism
- C. The American Market System: Competition
- D. Income Distribution and Government Redistribution
- E. The Organization of Labor

III. Macroeconomics: Economic Stability and Growth
- A. Introduction
- B. Aggregate Supply and Productive Capacity
- C. Aggregate Demand: Unemployment and Inflation
- D. Price Level Changes
- E. Money and Monetary Policy
- F. Fiscal Policy: Taxes, Expenditures, and Transfers
- G. Economic Growth
- H. Savings, Investment, and Productivity
- I. Government Regulation

IV. International Economics
- A. Comparative Economics: Strengths and Weaknesses
- B. International Trade

V. Personal Economics (Consumer Education)
- A. Introduction
- B. Earnings
- C. Taxes
- D. Consumerism
- E. Credit
- F. Budgets
- G. Housing
- H. Savings and Investments
- I. Insurance and Retirement

# ECONOMICS

The student will be able to:

I. Basic Economic Concepts

A. The Basic Economic Problem: Economic Wants

1. recognize that wants are greater than resources.
2. identify the main purpose of economic activity as the satisfaction of human wants.
3. explain that human wants are changing and never-ending.
4. explain that individuals and societies have to make choices (individual vs. collective choices).
5. demonstrate with examples that everyone is a consumer of goods and services.

B. The Basic Economic Problem: Productive Resources

1. explain that productive resources (factors of production) are the input to production and goods and services constitute the output.
2. list productive resources to include natural resources, human resources, capital goods, and managerial abilities.
3. explain that productive resources are affected by constraints of time and space (labor; time necessary to acquire skills for job; not wanting to relocate; etc.).
4. define natural resources as including land, water, etc.
5. explain that some natural resources are renewable and some are not.
6. explain that human resources encompass not just people, bu their physical and mental capacities - the quality of work reflected in training and education and in the motivation of workers.
7. describe capital goods as the machines, tools, and factories available to produce goods and services.
8. explain how the use of capital goods are reflections of the state of technology and of the knowledge and resources devoted to acquiring this knowledge.

C. The Basic Economic Problem: Scarcity and Choices

1. identify scarcity as the central problem from which all other economic problems flow.
2. explain how scarcity of productive resources requires societies to allocate these among alternate uses.
3. explain that individuals confront scarcity by deciding how to allocate limited money incomes among alternate uses.

4. list the four essential questions involved in decision-making on the basic economic problem: what? how? how much? and for whom?
5. relate how business enterprises are organized to use factors of production to produce goods and services.

D. The Basic Economic Problem: Opportunity Costs and Trade-Offs
1. explain opportunity cost of producing a good which was rejected in favor of an alternate choice.
2. compare opportunity cost for the individual with that of society.
3. explain that trade-offs results from decisions of individuals, groups, and society, by which they trade off less of one thing for more of something else.

E. The Basic Economic Problem: Marginalism and Equilibrium
1. define marginalism as referring to frequent small changes in consumption, cost, etc., and results of such changes (it is a question of when costs exceed benefits at this point stop consuming, hiring workers, etc.).
2. explain equilibrium as a temporary state of rest or adjustment in which there is no tendency toward change in supply and demand.

F. Economic Systems: Nature and Types of Economic Systems
1. describe an economic system as a collection of institutions, laws, activities, controlling values, and human motivation that collectively determine economic decision-making.
2. identify four major types of economic systems: traditional, command, market, and mixed.
3. apply four basic questions toward understanding the nature of an economic system: What is the allocating mechanism? What are the most important institutions? What are the controlling values and motivating forces? What changes are taking place in the system?

market system

4. categorize the distinguishing characteristics of any economic system as its institutions and the way decision-making is organized.
5. explain that the development of the market system was possible because of political, social, and economic changes: Renaissance, fall of feudalism, Protestant Reformation, etc.

mercantilism

laissez-faire

managed capitalism

monetary policy

fiscal policy

imperfect competition

6. list the following historic characteristics of mercantilism: establishment of colonies, gold, strong role of government, etc.
7. explain that under laissez-faire policies (government leaves business alone) monopolies and extremes in economic activity develop.
8. recognize the contributions of Adam Smith (Wealth of Nations) that the wealth of nations depends on production (GNP), division of labor, etc.
9. state the contributions the following made to economics: Malthus, Ricardo, Owen, Marx.
10. list characteristics of managed capitalism.
11. describe the role of government in fiscal and monetary policies.
12. describe the role of corporations in multi-national conglomerates.
13. state contributions made by Keynes, Galbraith, Heller, Friedman, Samuelson.

G. Economic Systems: Economic Incentives

profit

1. explain the role of individual self-interest as the chief motivating force behind behavior in a mixed market economy.
2. relate how consumers allocate their limited incomes to increase their total (personal) satisfaction.
3. explain how producers seek to maximize their profit by combining productive resources efficiently to satisfy consumers.
4. discuss the importance to workers of selling their labor for income and working conditions.
5. explain why savers search out high interest rates in capital markets.
6. define profit as that which is left after all costs of production have been deducted from income from the sale of goods.
7. explain that the desire for profit stimulates the establishment of new business, changes in production, re-investment, etc.
8. recognize other motivating forces, in addition to profit, in the U.S. economy which work toward improvement of groups and the general welfare.
9. discuss the facts that in other economic systems, as in a command economy, the emphasis is on the welfare of the state and the glorification of the ruler or the state.

H. Economic Systems: Specialization, Efficiency, and Division of Labor

1. explain that specialization occurs when a business produces only a narrow range of goods and services.
2. explain that specialization results in a more efficient use of scarce resources.

3. recognize the fact that specialization is the basis of domestic and international trade.
4. explain how division of labor divides productive tasks among workers, thus taking advantage of gains from worker specialization.
5. recognize that with specialization of labor exchange economy becomes necessary.
6. explain how specialization and division of labor make it easier (more efficient) to produce goods.

I. Economic Systems: Voluntary Exchange
1. explain that decisions to trade benefit all parties.
2. describe exchanges between buyers and sellers as creating a market.
3. explain how the pricing system in America determines what is produces, how it is produced, and who will get the goods.

J. Economic Systems: Interdependence, GNP, Money
1. explain how interdependence is an outgrowth of specialization and exchange.
2. demonstrate with a circular flow diagram the movement of economic activity among the various sectors of the economy.
3. identify GNP and national income accounts as measurements of the total output of an economic system.
4. define GNP as the total dollar value of goods and services purchased by consumers, business, government, and foreign trade.

externalities (external costs/benefits of economic efficiency)

5. give examples of modern production activities benefiting parties other than those buying the produce or receiving income from its sale.
6. give examples of modern production activities having costs borne by parties other than those buying the produce or receiving income from its sale.
7. give examples of modern consumptive activities benefiting parties other than the consumer or the suppliers receiving income from the sale of goods or services being consumed.
8. give examples of modern consumptive activities having costs borne by parties other than the consumer or the supplier involved.
9. discuss ways that economic institutions and processes may deal with externalities (e.g., re-organize to make use of side benefits of other's productive activities or their waste by-products).
10. discuss ways that legal-governmental institutions and processes may deal with externalities (taxing, subsidizing, criminalizing, assigning property rights and liabilities, etc.).

11. explain ways that social institutions and processes may respond to externalities (norms, beliefs, sanctions, discourage production/consumption recognized as socially harmful, costly, etc.).
12. explain that, in a society based on private property, some of the social consequences of private choices are assigned to those who make them, in the form of economic rights and liabilities which they have as owners (owner of building is responsible for safety codes) of society's productive resources.
13. discuss the significance of the spillover effects of private choices as societies become more urbanized and highly industrialized (the "neighborhood" affected by industry may extend far beyond the community).
14. discuss problems created for modern societies by the fact that owners of productive resources and enterprises are primarily stockholders with limited liability for consequences of corporate activities.
15. discuss ways that residents of communities and regions use in bearing the costs of factory operations or their by-products and of resource removal and industrial technology.
16. discuss policies advocated by economists or traditions of political economy as means of dealing with external costs of modern production-consumption activities.
17. explain the functions of money in the economy: a medium of exchange; a standard of value and future payments; a store of value.
18. define money as the sum of currency (cash) and demand deposits (checking accounts) in banks.
19. explain that currency is printed or coined by the government, but that the bulk of the nation's money supply (demand deposits) is created by the banking system.
20. define money in several economic terms and characteristics, and in relation to liquidity.
21. explain the difference between nominal and real values.
22. discuss the roles of metal and paper.
23. explain processes of producing, issuing, and recalling U.S. currency.
24. list characteristics of denominations of standard U.S. currency.

K. Economic Systems: Economic Goals

1. discuss the making of economic decisions in the light of a set of goals: freedom, efficiency, equity, security, stability, and growth.
2. recognize that goals provide criteria for evaluating the performance of economic systems and the desirability of current programs and newly proposed policies.

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| freedom | 3. | discuss economic freedoms as those of the marketplace; they vary in kind and are influenced by government regulation. |
| efficiency | 4. | explain that efficiency is concerned with the ratio between input and output - getting the most out of available resources. |
| | 5. | recognize that economic efficiency also considers the ratio of total costs to total benefits. |
| equity | 6. | explain that equity refers to the distribution of income and wealth as these are affected by economic activities. |
| stability | 7. | describe stability as consisting of relatively constant prices and a high level of employment. |
| security | 8. | explain that security involves protection against economic risks. (Some protection comes from government and some from private efforts.) |
| growth | 9. | discuss growth as meaning higher incomes, profits, etc. - improvement in the standard of living, but at great cost to the economic system. |

L. Economic Systems: Government Intervention and Regulation

1. recognize that the economy is divided into two major sectors - the private and the public.
2. explain that in the market mechanism of the "private sector" individuals make decisions to buy and sell goods and services, and resources are allocated on the basis of these decisions.
3. explain that the "public" or government sector of the economy relies on collective citizens' decisions to allocate resources for the collective provision of goods and services (e.g., a local community votes to raise taxes to improve its schools).
4. explain that the individual has a dual role, as a consumer and as a citizen, in making choices for productive use of resources, both private and public.
5. explain that the individual as a citizen shares responsibility for making the rules and regulations of government that influence the general economic environment within which both individuals and business make their decisions.
6. recognize that approximately a third of the nation's GNP consists of expenditures through government (federal, state, and local) for collective consumption and collective investment (including such items as education and medical care).
7. explain that the need for collective consumption and investment by government is based on the recognition of social benefits (satisfaction or benefits that accure to the community as a whole rather than being limited to an individual) and social costs.

8. explain how government influences the allocation of resources in the market, thus creating a mixed economy.
9. compare historic (long-standing/classical) and modern viewpoints on the principles of government regulation vs. the free market.
10. explain ways that governmental regulatory agencies may substitute for market mechanisms as makers of decisions about allocation of resources, methods of production, and distribution of output.
11. discuss purposes and methods of government regulation of the following: service industries; production/marketing of hazards to health and safety; access to certain jobs, trades, professions; agriculture; trusts; the environment and land use; the private financial sector; organized labor, labor practices, labor-management relations; foreign trade; minority discrimination; and specific crises or problems.
12. explain ways that changes in regulatory policies may work to the advantages or disadvantage of parties within the targeted market.
13. explain ways that changes in regulatory policies may work to the advantage or disadvantage of parties outside the targeted market.
14. explain how governmental regulation breeds further governmental regulation.
15. identify classes of parties receiving significant short-run and long-run benefits, advantages or gains from government regulation.

skills

16. label and explain a circular flow diagram.
17. state the opportunity costs of a given set of economic decisions (to individuals and society).
18. determine what economic goal specific government policies or laws are aimed at achieving.

II. Microeconomics: Resource Allocation and Income Distribution

A. The American Market System: Demand and Supply

1. explain purposes of market exchange and prices.
2. describe functions and limitations of the theory of market exchange and prices (including the interaction of competing rational choices and the lack of an ideal market system).

rationality

3. define "rational behavior" as used by social scientists (rule of rational choice is always to select that alternative whose benefits exceed its costs).
4. discuss the significance of the theory of rational behavior to the choice-making of people, and how it affects their own well-being.

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| | 5. | distinguish among the basic components of rational choice, as categorized by economists, including preferences, possibilities, and constraints, and apply the distinctions among these in choice-making situations. |
| | 6. | list types of economic choices facing producer-sellers. |
| skills | 7. | analyze a paragraph (selected by the teacher), determining the problem, alternatives and consequences, and give a solution. |
| | 8. | interpret a reading on the market system. |
| | 9. | formulate conclusions from data in a table (e.g., percent of income from various sources). |
| | 10. | compare sources of information on selected topics, using current magazine articles, and note different biases reflected in the stories. |
| demand | 11. | explain ways in which the mechanism of the market reflects individual decisions in demand. |
| | 12. | distinguish between monetary and non-monetary types of incentives, costs, and benefits. |
| price effect<br>income effect<br>substitution | 13. | explain the effect on the market by restrictions on consumer choice (e.g.. income, credit, prices, etc.), using the terms "price effect," "income effect," and "substitution effect." |
| elasticity of demand | 14. | explain how a change in demand means an increase or decrease from one period of time to another in quantities in demand and in range of price (both of which are reflected in supply). |
| skills | 15. | interpret demand curves and schedules. |
| | 16. | use demand curves to illustrate either elastic or inelastic demand. |
| | 17. | analyze a variety of advertisements which illustrate demand concepts. |
| supply | 18. | explain the concept of production by defining and applying the factors of production (land, labor, capital, etc.). |
| production | 19. | compare the legal and functional characteristics and roles of business for proprietorships, partnerships, corporations, mergers, conglomerates, and cooperatives. |
| factors of production | 20. | list types of economic choices facing producer-sellers. |
| business organization<br>maximization | 21. | discuss maximization in relation to rational choice, using the terms optimum choice, marginal costs, and marginal benefits. |
| marginalism<br>law of diminishing returns | 22. | describe relationships of the maximization rule to the law of diminishing returns and the law of comparative advantages. |
| law of comparative advan. | 23. | discuss possible constraints upon producer-seller choices regarding materials, labor, production, when to sell and when to withhold from the market. |
| natural resources | 24. | relate the demand for natural resources to the demand for goods which these resources are capable of producing. |

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| agriculture | 25. | explain the structural characteristics of agricultural markets. |
| productivity | 26. | define "economic efficiency" in terms of a ratio of the value of output to the value of input. |
| economy of scale | 27. | explain relationships of savings, investment, price, and government policy to productivity and the ability of a business to compete in the market. |
| | 28. | list ways that the law of diminishing productivity applies to producer-seller choices. |
| | 29. | explain ways that the maximization rule relates to the "economies" of large-scale production. |
| industrial organization | 30. | describe industrial organization in terms of manufacturing, distribution (marketing), transportation, services, and inter-industry relations. |
| | 31. | discuss trends in organization and technology of modern multi-national corporations. |
| | 32. | discuss ways that interests or operations of different industries may be related (linked, interdependent) at the market level. |
| | 33. | discuss ways that interests or operations of different industries may be related at the ownership-management level (vertical, horizontal, conglomerate, etc.). |
| | 34. | appraise the internal and external costs-benefits of trends in the organization or regulation of modern industries and their markets. |
| | 35. | explain the terms "price-taker" and "price-searcher." |
| | 36. | relate the maximization rule to land management. |
| | 37. | relate the maximization rule to choices of savers and investors. |
| skills | 38. | analyze tables of production costs and output to determine unit cost and profit. |
| | 39. | analyze production curves to determine point of optimum (maximum) profit and where diminishing return sets in. |
| | 40. | examine facts on business failures, trends of sales by business, number of employees, etc., conclusions as to cause of failure. |

B. The American Market System: Price Mechanism

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| price | 1. | explain how the interaction of supply and demand determines price. |
| equilibrium | 2. | explain how market price is the chief allocating mechanism of the American economy (e.g., prices are signals to producers and consumers, savers and investors, etc. - helping them to make decisions in the market). |
| | 3. | demonstrate how prices are a rationing device for allocating scarce goods and services among customers. |
| | 4. | demonstrate how prices are a rationing device for allocating productive resources among producers. |

5. explain how prices, which determine what and how much will be produced, are themselves affected by the competitive structure of various markets.
6. compare influences on the market price by supply and demand in a competitive market to a market influenced by monopoly and government regulation.

skills

7. compare prices advertised by different stores, indicating reason for differences and explaining what keeps the differential from becoming greater.
8. list reasons for increases or decreases using business sections of newspapers and magazines over a six to eight week period.

indexes

9. construct a Consumer Price Index (CPI) for his/her own community by selecting 15-20 items and listing the prices and one month later, price the same items and note any change.
10. formulate conclusions about the standard of living or well-being of the worker (using CPI purchasing power of the dollar, income needed to maintain purchasing power).
11. construct supply and demand curves to show the relationship between price, amount offered for sale, and the amount which people are willing to buy.
12. interpret supply and demand curves to determine equilibrium price.
13. interpret a model with several supply and several demand curves.

C. The American Market System: Competition

competition

1. list characteristics distinguishing a "pure" market system from the (American) modified market system.

modified market system

2. explain how imperfect functioning of the market mechanism is affected by such problems as lack of knowledge of market conditions, resource immobility, and externalities (side effects).
3. demonstrate the relationship of incentives (rewards: monetary, material, psychic) to specialization and cooperation among individuals organizing in the modified market economy.
4. discuss "risk" and "uncertainty" in relation to their impact on preferences, opportunities, and choices of producers and suppliers.
5. discuss risk and uncertainty in relation to their impact on preferences, opportunities, and choices of consumers.
6. discuss risk and uncertainty in relation to their impact on preferences, opportunities, and choices in relation to "information" as a scarce good.
7. define "market structure" as a continuum in terms of the degree of competition prevailing in a given market and of the extent of government intervention to influence pricing and profits.

8. discuss influences on markets by the number of sellers and their possible collusive action.
9. discuss influences on markets by the degree of product differentiation.
10. discuss influences on markets by barriers to entry of new firms and levels of profit.
11. discuss influences on markets by the role of the government.

D. Income Distribution and Government Redistribution

1. discuss the relationship of a person's money income to ones share of the total goods and services produced in terms of personal income distribution.
2. discuss the relationship of a person's money income to ones share of the total goods and services produced in terms of the influences of governmental policies and non-governmental forces on this distribution.
3. list sources of personal income and show relationships of such incomes to productivity.
4. discuss the importance of the market as the most basic force in income distribution, while considering other forces such as inherited wealth, ownership of property, custom and tradition, influence of labor and similar organizations, and the intervention by government.

skills

5. explain how governmental policies (taxes, spending, transfers) modify income distribution.
6. construct a pie chart to show distribution of income among factors of production, and draw conclusions.
7. construct a pie chart to show distribution of income among various sub-groups of the population and of geographic areas drawing conclusions.

E. The Organization of Labor

labor market

1. discuss "labor" as a factor of production, using the terms "labor market," "labor supply," and "labor force."

labor force

2. list types of economic choices facing workers (training for, seeking, and accepting work).

labor supply

3. discuss types of costs relevant to workers' job choices.

labor organization

4. apply the necessary vocabulary to analyze and represent economic problems, choices, and behavior of worker-producers (labor, management, employment, wages, income, fringe benefits).
5. discuss the relationships of nongovernmental forces (unions, business, farmers, veterans, minorities, etc.) to the redistribution of income (through discrimination, tradition, excesses).

collective bargaining

6. describe the major types and functions of labor organizations (trade unions, professional associations, collective bargaining).
7. compare parallel forms and purposes of labor organizations with those of corporations.
8. describe the functions of collective bargaining (the types of issues commonly resolved and the conventional steps, with their economic significance and impact, including strikes, boycotts, etc.) in the negotiation processes.
9. compare characteristics distinguishing open-shop, union-shop, and closed-shop arrangements.
10. recognize the purpose and relative power of significant labor unions (AFL-CIO, Teamsters, etc.) and professional associations (ABA, AMA, NAM, NEA, etc.).
11. appraise appropriate economic principles and concepts to appraise the spillover effects on other workers, industries, consumers, etc. from the collective bargaining processes and contract agreements reached.

skills

12. interpret charts to compare the percentage unemployment rates of different sub-groups (ages) of the population.
13. construct a graph to show trends in union membership over a period of time.

III. Macroeconomics: Economic Stability and Growth

A. Introduction

1. define "macroeconomics" as the study of the functioning of the economy as a whole - of total output, total level of employment, and movements in the average level of all prices.
2. explain that macroeconomics is concerned, in the long run, primarily with economic growth (of productive capacity and of average real income per person), and in the short run with problems of excess demand, with inflation, or small demand, and with recession.
3. discuss differences in micro- and macroeconomic views of instability problems (e.g., micro focuses on trade or business cycles; demand adjustments by individual consumers, producers, etc. vs. macroeconomic focus on consequences for the whole economy of millions of individuals, etc.).
4. list characteristics of prosperity, recession, depression, and recovery periods.
5. explain ways that a rise or fall in levels of financial or business investment spending may alter levels of employment, production, gross personal income, and consumer spending.
6. discuss ways that increases and decreases in overall spending for goods and services, and the anticipation of such change, may alter investment spending patterns.

7. explain how investment spending may alter the levels of employment, production, income, and spending for goods and services that follow.
8. explain how functions of money and problems of economic instability are interrelated (role of monetary policy and its relationship to economic stability).
9. distinguish between fiscal policy and monetary policy.
10. distinguish among economic powers of the federal government, including monetary powers, fiscal powers, and regulatory powers in interstate and international trade.
11. discuss the constitutional authority for and the legal extensions of economic powers among branches of the federal government (elastic clause, commerce clause).
12. explain ways in which distribution is made among branches of the federal government (including its sub-units and specialized agencies) for monetary and fiscal functions.
13. explain ways in which distribution is made among branches of the federal government for regulating international trade.
14. explain how economic planning by national governments of market-organized societies is aimed at using monetary, fiscal, and regulatory controls to maintain or improve overall productivity and stability.
15. explain the significance of monetary and fiscal policies as a national government's major tools for maintaining economic stability.
16. discuss basic principles of economic policy formulation, including economic factors and relationships complicating economic policy decisions at national levels.
17. discuss monetary and fiscal policies which a national government may employ in the attempt to counter inflationary and recessionary trends or pressures.
18. discuss ways that formal regulatory powers and political pressures may be used by a national government as instruments for economic stability.

B. Aggregate Supply and Productive Capacity

1. define "aggregate supply" as the total amount of goods and services an economy can produce when all of its resources are fully and efficiently employed.
2. explain that aggregate supply can grow through increased inputs of labor, education and training of workers, saving and capital investment, new resources and technology.

natural resources

3. explain competing economic factors which both reflect and determine patterns of land and natural resource use (alternate use, taxing, zoning, market, etc.).

speculators, middlemen

4. discuss market exchanges, including roles of speculators and middlemen, in relation to land and raw material markets.
5. explain environmental constraints on the access to and marketing of resources.

6. explain geographic constraints on the access to and marketing of resources.
7. explain political/legal constraints on the access to and marketing of resources.
8. discuss interrelationships of domestic and foreign markets for resources.

agriculture

9. discuss price and fluctuation of price in modern agricultural markets.
10. discuss the functions in agricultural markets of commodity speculators, middlemen, and the USDA.
11. explain the uses and measures of parity rations in agricultural policies, programs, and markets.
12. discuss U.S. status or market power, including American organizations, in international markets for major agricultural commodities.
13. discuss purposes and principal features of U.S. farm programs and policies.
14. discuss the short-range and long-range effects of U.S. farm programs and policies having major importance in the 20th century markets.

international markets

15. discuss the effect of multi-national corporations on aggregate supply.
16. discuss the effect of multi-national corporations on international markets.

C. Aggregate Demand: Unemployment and Inflation

aggregate demand

1. define "aggregate demand" as the sum of spending for goods and services in any time period by individuals, households, businesses and government.
2. explain that when aggregate demand falls short of productivity capacity, and wage rates remain relatively inflexible, unemployment and recession/depression will result.
3. explain that when aggregate demand exceeds aggregate supply at full employment inflation results.

unemployment

4. define unemployment in terms of job seekers, productive resources, and Labor Department statistics.
5. compare distinctions, determinants, and consequences of frictional unemployment (less than 15 weeks).
6. list distinctions, determinants, and consequences of seasonal unemployment (agriculture, automobile, construction, etc.).
7. list distinctions, determinants, and consequences of cyclical unemployment (result of changes in business cycle).
8. discuss forces that work for more or less employment, as identified by macroeconomic analysists and theorists.
9. discuss major employment trends in the 20th century American economy.
10. explain the significance of income elasticity to the expanding labor force with the rise of both unemployment and employment.

11. explain the impact of aggregate demand of shifts in labor demand.
12. explain how change in consumer product technology can create employment indirectly by generating investment spending.
13. explain ways that advances in industrial technology affect labor demands and can offset unemployment created by its introduction only if it induces sufficient investment to increase the volume of spending to a point where employment also rises.

inflation

14. discuss major contemporary problems in relation to computerization and automation.
15. compare basic characteristics of inflation, runaway inflation, and creeping inflation.
16. discuss ways that inflationary pressures are conveniently identified or categorized (cost-push, demand-pull, etc.).
17. discuss ways that inflationary pressures are applied to the inflationary creep of price levels of industrialized nations in the 1960's-1970's, as recognized by macroeconomic theorists.
18. explain effects of inflation on real income or net assets of various categories or sectors of an economy's population.
19. explain the interpretation of inflation as a tax.
20. explain that unemployment occurs for reasons other than inadequate aggregate demand, such as lack of skills/education, or depressed regions with limited job opportunities.
21. discuss the fact that inflation can result from the pushing up of wages and prices by businesses and key unions - "cost-push inflation."
22. discuss the fact that inflation can also result from temporary supply shortages. (demand-pull, cite examples).

D. Price Level Changes

1. distinguish between changes in real output (real income or real GNP) and changes that merely reflect price increase or decrease (nominal income or nominal GNP).
2. explain that during inflation money income rises faster than real income, and the price level (average of prices of all goods and services) rises.
3. describe social losses which occur from adjustments by individuals and businesses to inflated price levels and, especially, from unemployment (losses in human and nonhuman productive capacity wasted, and in costs to individuals).
4. explain that when society faces a trade-off between inflation and unemployment difficult problems of measurement, comparison, and choice are involved.

E. Money and Monetary Policy

1. identify monetary policy and fiscal policy as two major ways for government to try to keep the level of aggregate demand roughly in balance with the growing productive capacity of the nation.

2. explain the creation of money in relation to stages in the circular flow in a modern economic system.
3. explain competition between demand for money and other goods or assets.
4. explain how the banking system increases the money supply (by making loans to individuals, businesses, and the government, thus creating more demand deposits and increasing the spending power of the economic units which make up aggregate demand).
5. compare, legal, operational, and benefit distinctions between checking accounts (demand deposits) and savings accounts (time deposits).
6. discuss characteristics and roles distinguishing commerical (private) banks and the Federal Reserve (central bank).
7. explain the Federal Reserve's (a quasi-independent government agency) responsibility for managing monetary policy to affect the amount of money in existence and its cost (interest rates).
8. explain the structure and powers/functions of the Federal Reserve and its interaction with the federal government and commercial banks to create, regulate, and manage money supplies.
9. identify among the chief instruments of the Federal Reserve monetary policy the controls over the required reserves (holding their deposits) of member banks, "tightening" or "loosening" the lending resources of those banks; open market operations; and the discount rate.
10. explain relationships between interest banks pay and interest charged, and other bank earnings.
11. explain the terms "discount rate" and "interest rate."
12. discuss influences on federal policies by conditions and trends in markets and the economy as a whole.
13. explain interrelationships among levels of confidence in a nation's currency, stability of monetary institutions, and the stability, productivity, and growth potential of its economy as a whole.

skills

14. interpret a diagram showing how banks expand the money supply.

F. Fiscal Policy: Taxes, Expenditures, and Transfers

fiscal policy

1. define "fiscal policy" as attempts to control the level of aggregate demand through changes in taxes, government expenditures on goods and services, and transfer payments (social security, unemployment insurance, etc.).
2. explain that the government may stimulate aggregate demand by increased spending on goods and services or on transfer payments without increase in taxes or it may usually cut tax receipts in hope of increasing demand

3. explain that the government may reduce aggregate demand, employment, and inflation by reducing expenditures, without reducing tax receipts, or it may choose to increase tax receipts while holding expenditures constant.
4. explain why government purchases of goods and services tend to provide jobs directly, whereas transfer payments and reduced taxes do not directly provide jobs or use up productive resources.

taxes

5. list types of taxes levied/collected by federal, state and local government.
6. explain how, in modified market economies, tax structures and schedules are basic tools of demand and supply management, as well as for obtaining income.
7. state distinguishing features of major types of taxes including: personal income tax, corporation income tax, property tax, sales tax, excise tax, estate or inheritance tax, export-import taxes (tariffs/duties).
8. state the proportions of federal income received from various categories of taxes.
9. state the proportion of federal tax revenues currently allocated to various classes of expenditures (debt, defense, aid programs, etc.).
10. list services the federal government supplies to particular industries and sectors of the economy through tax-supported agencies and programs.

bond issues

11. explain roles of federal bond issues in the creation and management of money supplies or stocks.
12. discuss roles of federal bond issues, bonded indebtedness, and deficit spending in fiscal policy and management.
13. recognize that units of government and corporations are competing suppliers of bond markets.

G. Economic Growth

1. define economic growth as the increase over an extended period of time of the total production of the economy and output per person to meet the needs of a growing population and labor force.
2. explain distinctions between potential and actual growth and ways to measure those growth rates.
3. explain that unless the economic output grows to meet increasing demands upon the private sector for goods and services, and the public sector for social programs, then inflationary pressures and social tensions will be generated through competition among social (income) groups in the population.
4. identify the roles of various federal bureaus, agencies, etc. in gathering, measuring, and reporting of national economic performance (as essential to rational choice-making throughout society).

5. explain the significance, time intervals, and sources of major categories of national economic data compiled and published regularly by the federal government (e.g., labor supply, GNP, income and expenditures, prices and inflation).
6. define income and expenditure components of the GNP (including disposable personal income, business income, government income, net export of goods and services, government purchases of goods and services, etc.).
7. discuss major causes of economic growth, including increases in factor inputs and increases in productivity or efficiency of factor inputs (labor productivity).
8. list the four principal sources of increased labor productivity: increased skills and education; economies of large-scale production; deepening of capital; and new technology.
9. list ways that various aspects or elements of technological advance contribute to economic growth (e.g., inventions to spur investment and employment, labor-displacing innovations, growth of knowledge, changes in business organization/management, etc.).
10. explain that since investment increases both production capacity and income, the problem of balanced growth has to do with whether production and buying will increase at the same rate, or if inflationary pressures will result.
11. discuss premises, rationales, and measures used to identify and calculate monetary and non-monetary costs a society pays for its industrial and commerical "productivity.
12. discuss roles of government spending and monetary policies in maintaining balanced growth, or compensating for unbalanced growth in the private sector (raise/lower rate of investment and/or rate at which government and consumer spending is increasing).
13. list reasons why continual expansion of markets, production and consumption capacities, etc. are generally accepted as integral to the functioning of a market economy.
14. discuss various contexts in which limits of economic growth may be identified, defined, or measured.
15. state ways that recognition of ecological limits, and redefinition of what constitutes an economic system's inputs and outputs, have called into questions the long-held premise that accumlation of wealth is its own justification as a rational goal.
16. discuss issues and problems regarding a stationary state as a rational social goal.
17. discuss issues and problems regarding ecological balance as a rational goal of private and public decision-making.

18. explain how recent emphasis on preserving the quality of life will require acceptance of a slightly slower rate of growth as some productive resources are diverted into social and environmental projects to offset some of the negative effects (negative externalities) of economic growth.

H. Savings, Investment, and Productivity

savings

1. define saving as occurring when individuals, businesses, and the economy as a whole do not consume all of the current income or output.

investment

2. describe saving and investment as representing a diversion of productive resources from consumption into the creation of capital goods to make growth possible.

productivity

3. define investment as occurring when savings are used to increase the economy's productive capacity (by developing new technology and by building new factories, machines, etc., by training and education of labor, by research and development).
4. explain that saving and investing is the heart of the growth process, since an increased stock of capital contributes to both increased production and increased productivity.

skill

5. use charts and graphs to interpret the relationships among saving level, investment, and productivity.

government

6. explain how the government historically has promoted growth and productivity increases (by investment in transportation, education, research, and through a framework of law and political stability).
7. explain how government also has hampered increases in growth and productivity by regulations (serving pressure groups), by tax policies, and by price controls.
8. explain that increased productivity (increased output per unit of input, more efficient use of resources), in addition to increases in factors of production, is a main source of economic growth.

credit

9. explain ways that loans transfer the power or opportunity to buy other goods and to create capital (to begin or expand production).
10. discuss the purposes and provisions of various types of loans or security transactions for capital financing.
11. discuss the structures and functions of major securities markets.
12. discuss characteristics making a unit of government a good credit risk or a government bond a relatively secure investment.
13. explain advantages and disadvantages of holding long-term, low-interest government securities, including minimal risks of default and greater risk of being hurt by inflation.

I. Government Regulation

1. explain long-term market effects of regulation that increase production costs without increasing productivity (inflation, unemployment, large-scale over small producers, etc.).
2. discuss problems regarding the cost effectiveness of regulatory agencies for their declared purposes, their relationship to industries (corporations) regulated.
3. discuss the public accountability of regulatory agencies.
4. discuss proposals advocated by various economists or "traditions" of political economy as alternatives to existing regulatory policies programs.
5. discuss the role of government regulations of public utilities.

skills

6. analyze contemporary problems and proposed solutions to problems of government regulation.
7. analyze a problem situation, identifying the problem, possible solutions and costs thereof, and the regulatory agency which has power or authority to deal with the problem.
8. evaluate the impact of increased regulatory activity:
   a. inflation of costs to consumer
   b. encourage inefficiency to some sectors of the economy
   c. stifling of innovations



IV. International Economics

A. Comparative Economics: Strengths and Weaknesses

1. state principles and purposes basic to comparative studies (evaluate and defend own system).
2. identify similarities and differences in economic systems, using appropriate data and economic terms.
3. state the frame of reference that economists use to compare economic systems (goals, equity).
4. compare strengths and weaknesses of the major economic systems citing specific examples.

capitalism

5. list basic beliefs or principles which distinguish capitalism as an economic system (private property, profit, competition, etc.).
6. identify legal institutions distributing formal economic roles among government and non-government sectors of the economy (corporations, banks).
7. discuss relative influences on socio-economic organization from custom, command, and market exchange in capitalistic economies under study.

| | | |
|---|---|---|
| | 8. | describe cultural settings associated with the development of capitalistic beliefs, legal institutions, or economic practices. |
| | 9. | list major contributors and their works associated with the development of capitalistic beliefs, legal institutions, or economic practices. |
| | 10. | list historic events associated with the development of capitalistic beliefs, legal institutions, or economic practices. |
| | 11. | distinguish ways that contemporary structures and operations of capitalistic economies differ from their historic or theoretical "blueprints." |
| democratic socialism | 12. | list the principal beliefs distinguishing democratic socialism as an economic system (change by evolution, basically democratic government, etc.). |
| | 13. | identify legal institutions distributing economic roles among government and non-government sectors of a socialist democracy (Prime Minister, Parliament, nationalized industries). |
| | 14. | discuss relative influences on socio-economic organization from custom, command, and market exchange in social democracies. |
| | 15. | distinguish ways in which contemporary structures and operations of democratic socialist economies differ from their historical or theoretical "blueprints." |
| Marxian socialism | 16. | list assumptions or premises distinguishing Marxist socialism as an economic system. |
| | 17. | identify legal institutions distributing formal economic roles among governmental and non-governmental sectors (communist party, government). |
| | 18. | discuss relative influences on socio-economic organization from custom, command, and market exchange in Marxist socialistic economies. |
| | 19. | describe the cultural setting associated with the development of Marxian socialist beliefs. |
| | 20. | list major contributors and their works associated with the development of Marxian socialist beliefs. |
| | 21. | list historic events associated with the development of Marxian socialist beliefs. |
| | 22. | distinguish ways that contemporary structures and operations of Marxian socialist economies differ from their historic or theoretical "blueprints." |
| mixed economies | 23. | state distinguishing characteristics of mixed economies. |
| | 24. | compare different mixed economies and their problems. |
| Third World economies | 25. | list distinguishing characteristics of Third World economies. |
| | 26. | discuss some of the common economic problems and concerns of Third World areas. |
| | 27. | explain that economic growth is particularly important to the developing nations which need to increase productivity to raise living standards. |

28. explain ways in which international investment and technology transfers are two important processes for promoting the growth of nations. (These may be transmitted from country to country either through private channels or through public channels.)

29. explain how inflation and recession are also international phenomena transmitted from country to country by changes in incomes, prices, international trade, and capital movements.

B. International Trade

1. discuss arguments by various schools of economics about the unsettled issue of free trade vs. economic protection.

transactions

2. discuss motives or incentives for autonomous international financial transactions based upon national monetary policies.

3. discuss profit incentives for private investors and speculators on national interest rate differentials.

4. discuss motives or incentives for autonomous international financial transactions based upon expected changes in rates of currency exchange.

5. explain types of real and financial transactions which may be involved in managing of financing operations of multi-national corporation structures (e.g., imports-exports of parent and subsidiary firms; interest payments to foreign stock and bond holders; accomodative transactions of commercial and central banks.

6. explain that the principle of comparative advantage operates when countries specializing in producing certain goods and services can produce most efficiently.

exchange rates

7. discuss ways that basic supply-demand price principles apply to international currency exhanges and exchange rates.

8. explain that the value of a nation's currency is often measured/expressed in terms of other national currencies, as a rate of exchange (par value), distinguishing between pegged (or fixed) and floating currency exchange rates.

9. discuss purposes for which individuals, business firms, commercial banks and central banks purchase foreign currency.

10. explain ways that the price of the dollar relative to other currencies is affected by or determined by the balance of U.S. trade with other nations and the world demand for dollars.

11. explain ways that the price of the dollar relative to other currencies is affected by or determined by the activity of international gold markets and other international financial markets.

12. explain ways that the price of the dollar relative to other currencies is affected by or determined by federal monetary policies, both domestic and international.

financial system

13. explain the roles of the organizational elements of the international financial system, including private or commercial banks, national or central banks, international banking and monetary agencies such as IMF, World Bank, etc.
14. discuss the origin, functions, duties and services of the IMF, World Bank, European Common Market, OPEC.

balance of payments

15. differentiate between balance of trade and balance of payments.
16. explain that balance of payment accounts record flow of money and goods between countries.
17. discuss ways to equalize credits and debits to produce a balance of payments (quotas, tariffs, exchange controls, devaluation of money).
18. discuss the current state of American balance of payments, with reasons for the problem and effect on American domestic economy.

skills

19. list items for which a nation enjoys "absolute advantage" and "comparative advantage" using reference materials.
20. use a world map and label the economic systems.
21. locate on a world map areas representing economic systems.

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V. Personal Economics (Consumer Education)

A. Introduction

1. list the three roles the individual plays in economic life: worker, consumer, citizen.
2. describe the major roles of the individual in the market system (as workers, to earn income; as consumers, to purchase goods and services; and borrowers, to supplement their buying power through use of consumer credit; as savers, to enhance their future buying potential; and as investors, to increase future income).
3. explain the importance to one's personal opportunities and well-being of the interaction of his/her economic choices and behavior with the general social-political-economic environment.
4. explain ways in which markets differ in the degree of information, mobility and freedom that individuals have in the marketplace.
5. recognize that governments have enacted laws and private organizations have formed to provide more and better consumer information and protection.

B. Earnings

1. list three major sources of personal income including payment for work, income from the ownership of property, and transfer payments (social security, public assistance veteran's benefits).

2. identify available public and private community resources associated with income services (those which can aid the person in securing and supplementing income and obtaining material satisfactions when necessary or desirable), relating how these resources affect the economy and benefit citizens.
3. explain that the number of workers in a certain job or profession is determined by the choices of individuals as they come into the job market and the market demand for the product of these jobholders.
4. state that the number in the job market and the demand for the jobholders in combination set the wage.
5. explain why, as workers improve in their skills, their wages generally increase.
6. recognize that the relationship between earnings and education show that people with more schooling generally have higher incomes.
7. explain that the interaction between supply and demand in the marketplace determines both the price of the product and the income at which a person will work (the expense to the business firm is the income to the employees).
8. list the kinds and amount of benefits or coverage he/she receives from paycheck deductions.
9. discuss principles and functions of retirement plans and funds, social security, and unemployment funds.
10. explain how economic growth occurs through specialization.
11. recognize that the aggregate result of consumer spending determines a major part of the composition of the nation's GNP and influences prices of goods and services.

C. Taxes

1. list kinds of taxes paid directly by individuals as income-earners, property owners, consumers, etc.
2. discuss the roles of various governmental branches and agencies in tax operations affecting family or personal income, property, or purchases.
3. recognize and organize types of receipts, accounts, and other records and documents which individuals and families should keep for purposes of budgeting, preparing and/or documenting tax payments.
4. determine whether using a standard deduction or itemizing deductions saves money for the individual.
5. determine whether filing separate returns or a joint return saves money for a married couple.
6. prepare a personal income tax return, both federal and state.

7. list sources of current and accurate information and counseling about tax lsws, forms, procedures, etc. regarding personal or household tax problems.
8. calculate the property tax on a given property, using assessed value and assigned millage.

D. Consumerism

1. explain "gross" and "net" incomes, listing deductions commonly made.
2. distinguish between fixed income, fixed expenses, and disposable income.
3. relate economic or employment trends to his/her projected income and personal income needs.
4. explain differences between durable and nondurable goods.
5. demonstrate the use of the decision-making process to meet personal wants and needs by means of comparing and differentiating among participating roles in the market system.
6. identify the major component parts of individual influences which affect consumer decision-making, and analyze how these can be used to alter current consumer behavior.
7. identify the major component parts of human resources which affect consumer decision-making, and analyze how these can be used to alter current consumer behavior.
8. identify the major component parts of material resources to meet goals in a responsible and legal manner (as a result of understanding how human and material resources affect consumer behavior).
9. demonstrate that a person can use current resources to meet goals in a responsible and legal manner (as a result of understanding how human and material resources affect consumer behavior).
10. identify the positive and negative effects of big business on consumer decisions.
11. trace the development of big business and the resulting economic efficiency of mass production.
12. explain the influence of advertising on the sale of goods and services, and recognize deceptive and fraudulent advertising.
13. discuss ways to avoid impulse buying, to make planned purchases, and to recognize and evaluate "bargains."
14. recognize the implications of ones own consumer decisions as a result of identifying and understanding the influences which affect these decisions.
15. identify the major component parts of group influences which affect consumer decision-making, and analyze how these can be used to alter current consumer behavior.

16. identify the economic goals of society and relate them to current economic affairs and problems and to ones own lives and personal goals.
17. explain the function and operation of "buyer protection" devices: warranties, guarantees, etc. - and agencies which are designed to protect and aid the buyer (both public and private agencies).
18. identify, evaluate and determine the extent of his/her participation in consumer cooperatives, recognizing cooperatives' strengths and weaknesses.
19. apply and analyze available resource information to judge safety of goods and services purchased.
20. locate specific information using the Annual Buying Guide etc.
21. use The Annual Buying Guide of the Consumer's Report to find specific requested information.
22. recognize the services available from the Better Business Bureau.
23. identify his/her role as an individual consumer, recognizing the impact of decisions in the marketplace.
24. recognize and appraise his/her role as a producing member of the community.
25. compare both goods and services in order to make informed choices reflecting needs and wants.
26. identify proper sources for filing complaints and suggestions of consumer interest.
27. demonstrate proper procedures for filing proper complaints.
28. identify standard qualities of goods and services that are safe.
29. analyze information available from agencies, businesses, and mass media, and utilize relevant information when making consumer decisions.

E. Credit

1. list agencies supplying financing (credit) for investment and consumer purchases.
2. list advantages and disadvantages of different types of loans or credit plans for particular types of purchases and borrower-buyers.
3. discuss ways to establish and maintain personal credit worthiness.
4. discuss ways that consumer credit applications are conventionally processed for approval or denial, and ways in which credit records are compiled, recorded and used.
5. discuss procedures and agencies involved in collection of consumer debts, enforcement of credit contracts, etc. (repossessions, garnishments, court suits).
6. list sources of aid to the consumer with credit problems.
7. distinguish between refinancing and debt consolidation.
8. discuss the nature and functions of bankruptcy provisions and procedures.

9. recognize the personal uses of money, banking and credit as they relate to economic activity and growth.
10. distinguish among four different types of consumer credit and the characteristics of each (charge accounts, service, personal loan, installment accounts).
11. explain what credit is not: a way to beat the budget, unlimited, or without cost.
12. discuss how to establish a good credit rating.
13. explain when to use credit.
14. list the basic credit grantors and compare the costs from each.
15. calculate the amount saved when paying a credit obligation early (by using the 78th method of rebate).
16. complete (fill out) standard forms for credit and loan applications.
17. interpret a charge account statement and credit contracts or finance statements.

F. Budgets

1. explain conventional methods of preparing a budget and keeping personal records for planning, maintaining and revising personal and family budgets.
2. compare budget forms and select the form most suitable for ones personal needs.
3. discuss variables (value judgments, habits, etc.) among individuals and families which influence budgeting.
4. prepare a flexible plan for spending and saving (budgeting) which includes a strategy for allocating funds among the individual consumer choices which include food, clothing, housing and furnishings, and services.
5. prepare flexible plans for spending and saving (budgeting) a strategy for allocating funds among collective consumer choices including insurance, health, retirement, leisure, and transportation.
6. explain the use of credit in planning a budget.
7. prepare a personalized budget plan in accordance with his/her recognized goals, values, and resources.
8. demonstrate the proper method of writing checks and reconciling a bank statement.
9. list basic steps to budgeting money.
10. prepare statements of net worth, income, and expense.
11. prepare an individual budget for one year, reflecting a future income and family.

G. Housing

1. list advantages of different types of housing: apartments, condominiums, single-family dwellings, and mobile homes.
2. define: mortgage, lease and sub-lease, deed, amortize, closing costs.

3. calculate the first year costs of owning a house.
4. describe the types of home insurance: standard, broad, comprehensive and tenant.

H. Savings and Investments

1. define "personal saving" as that part of income left over after consumer spending.
2. state that the amount a person saves is influenced by the total amount of his income, his reserves and his inclination to save.
3. recognize that the largest part of the nation's saving is done by business firms in the form of retained profits and depreciation allowances.
4. state that an individual's savings can either be hoarded or put to use as financial investments that earn interest or dividends.
5. list the services which banks provide for personal financial management.
6. describe features of major types of bank accounts.
7. list distinguishing features among major types of commercial banks.
8. describe procedures for opening and managing personal checking and savings accounts.
9. list requirements for the chartering of banks by state or federal government.
10. discuss laws regulating depositor-bank relations or transactions in Ohio.
11. describe roles of commercial banks in financing credit-card accounts, time-payments contracts, or other credit transactions between consumers and sellers of real goods or services.
12. list common types of family investment.
13. list advantages of different types of investments: house, savings account, certificates of deposit, life insurance, annuities (IRA, etc.), stocks and bonds.
14. list disadvantages of different types of investments: house, savings account, certificates of deposit, life insurance, annuities, stocks and bonds.
15. define "real investment" as spending money to purchase capital goods that can be used in further production, such as buildings, equipment and additions to inventories.
16. define "financial investment" as spending to purchase stocks and bonds (an exchange of savings for another asset).
17. define "human investment" as investing in human capital through education.
18. discuss ways to invest in corporate securities (stocks and bonds).
19. list sources, uses, and costs of investment counseling.
20. describe investor risks, rights, liabilities, etc., distinguishing specific types of investments (stocks, bonds, savings, etc.).
21. interpret the stock market reports of a newspaper.
22. distinguish between "investment" and "speculation."

23. identify the flow and interactions of personal and collective savings and investments that stimulate and promote economic activity and growth.

I. Insurance and Retirement

1. explain the basic principle of insurance as sharing the risk.
2. discuss ways in which insurance is financed, priced, sold and regulated.
3. discuss criteria for the selection of savings, investments and insurance plans to meet short-term goals and needs.
4. discuss criteria for the selection of savings, investments and insurance plans to meet the long-term goals and needs.
5. discuss principles and functions of insurance and of various types of insurance, including advantages and disadvantages for people of various circumstances.
6. explain the best uses of each type of life insurance.
7. describe types of health insurance: hospital, surgical, general medical, major medical, loss of income.

## EVALUATION

Evaluation has been defined as the collection and use of information to make decisions about an educational process. Evaluation is a collective term for all the ways available for obtaining feedback regarding program, staff and students. Testing needs to be considered in the larger dimension of evaluation in social studies. It needs to be considered as only one means for obtaining feedback as to the effectiveness of functioning of both the teacher and students within the social studies curriculum.

Social Studies programs must be systematically and rigorously evaluated. Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program. The district's educational goals, the graded course of study, local curriculum guides, and research in social studies practices should all serve as excellent aids in the review of a district's philosophy, organization and administration, class management and instruction, staff, curriculum facilities and equipment, and evaluation. The two appraisal instruments published in 1979 are the "Social Studies Program Questionnaire" and the "Self-Appraisal Checklist for Social Studies in Ohio's Secondary Schools."

The design of the County Graded Course of Study permits the localizing of the curriculum scope and sequence to meet the unique needs of the twelve local school districts. Thoughtful review of the County Graded Course of Study should be undertaken to assess the scope and sequence of content concepts and skills presently taught.

Student evaluation should be viewed by teachers and students as stepping stones to development rather than hurdles to be endured. A carefully planned and systematic approach to evaluation which provides relevant data about student progress will help to modify the many negative connotations associated with testing programs. Any evaluation of social studies content should include provisions for many sources and techniques beyond formal examinations, for example, anecdotal records, role-playing, interviews with samples of community people, and interaction schemes for analysis of classroom dialogue.

The County Social Studies Committee recognizes the importance of criterion-referenced testing as well as norm-referenced testing as part of a comprehensive testing program. The "learning outcomes" organization of the social studies curriculum scope and sequence in the graded course of study provides an excellent criteria for the development of criterion referenced testing programs. Pre-tests and post-tests utilizing learning outcome statements as the criterion provide teachers and students with information as to whether their behaviors, related to both teaching and learning, have been productive.

An extremely important phase of the seven-year curriculum development process is the development of a criterion-based testing program during the sixth year of the seven-year study cycle.

The County Graded Course of Study will be the key document used in constructing an appropriate criterion-based testing program that correlates with the scope and sequence of the social studies curriculum.

The following chart is included to clarify the advantages and disadvantages of norm-referenced as compared with criterion-referenced tests. The County Social Studies Committee is indebted to the previous work done by the County Mathematics Committee in developing this chart.

## Norm-Referenced versus Criterion-Referenced Tests

Norm-Referenced Defined: A test whose scores get their meaning by reference to a table of norms.

A. Advantages

1. No test construction needed; minimum staff time.
2. Ease of administration and scoring.
3. Can compare grade level means and student means with other districts throughout the state or nation.

B. Disadvantages

1. National norms or even state norms are usually not matched with local school objectives.
2. The face validity may be low. Norm-reference tests are purposely broad so they will be widely accepted, thus, it is open to question if the tests are actually testing what they are supposed to be testing.
3. Subject matter content representativeness is sacrificed in order to obtain maximum discriminability. Items that measure skills that schools emphasize the most often are eliminated because they do not discriminate.
4. The tests are so general they fail to provide enough information to diagnose learning problems.
5. Test items are designed so that fifty percent of the students will get the item incorrect.

Criterion-Referenced Defined: A test whose scores get their meaning by reference to a list of objectives.

A. Advantages:

1. The objectives are specific and numerous, therefore, the test has wide applicability.
2. It is easy to ascertain the purpose of a question. They are coded to specific objectives.
3. The objective is not to discriminate but to describe the learner's knowledge of specific skills. The learner is not in competition with anyone but himself.
4. The tests are helpful in diagnosing learning problems. They reveal gaps in the learner's knowledge of skills.
5. The tests are helpful in identifying areas where supplementary materials are needed.

B. Disadvantages:

1. A large amount of staff time is involved with identifying objectives, writing test items, and writing prescriptions as follow-ups to test results.
2. "Pre-packaged" criterion-referenced tests do not always match the objectives of the local school district.

## APPENDIX A

Section 3313.60 Ohio Revised Code, boards of education of county, exempted village, and city school districts shall prescribe a graded course of study for all schools under their control subject to the approval of the state board of education. In such graded courses of study there shall be included the study of the following subjects:

SOCIAL STUDIES:

(A) Geography, the history of the United States and of Ohio, and national, state, and local government in the United States, including a balanced presentation of the relevant contributions to society of men and women of African, Mexican, Puerto Rican, and American Indian descent as well as other ethnic and racial groups in Ohio and the United States;

(B) Every school shall include in the requirements for promotion from the eighth grade to the ninth grade one year's course of study of American History.

(C) Every high school shall include in the requirement for graduation from any curriculum one unit of American history and government, including a study of the constitutions of the United States and of Ohio.

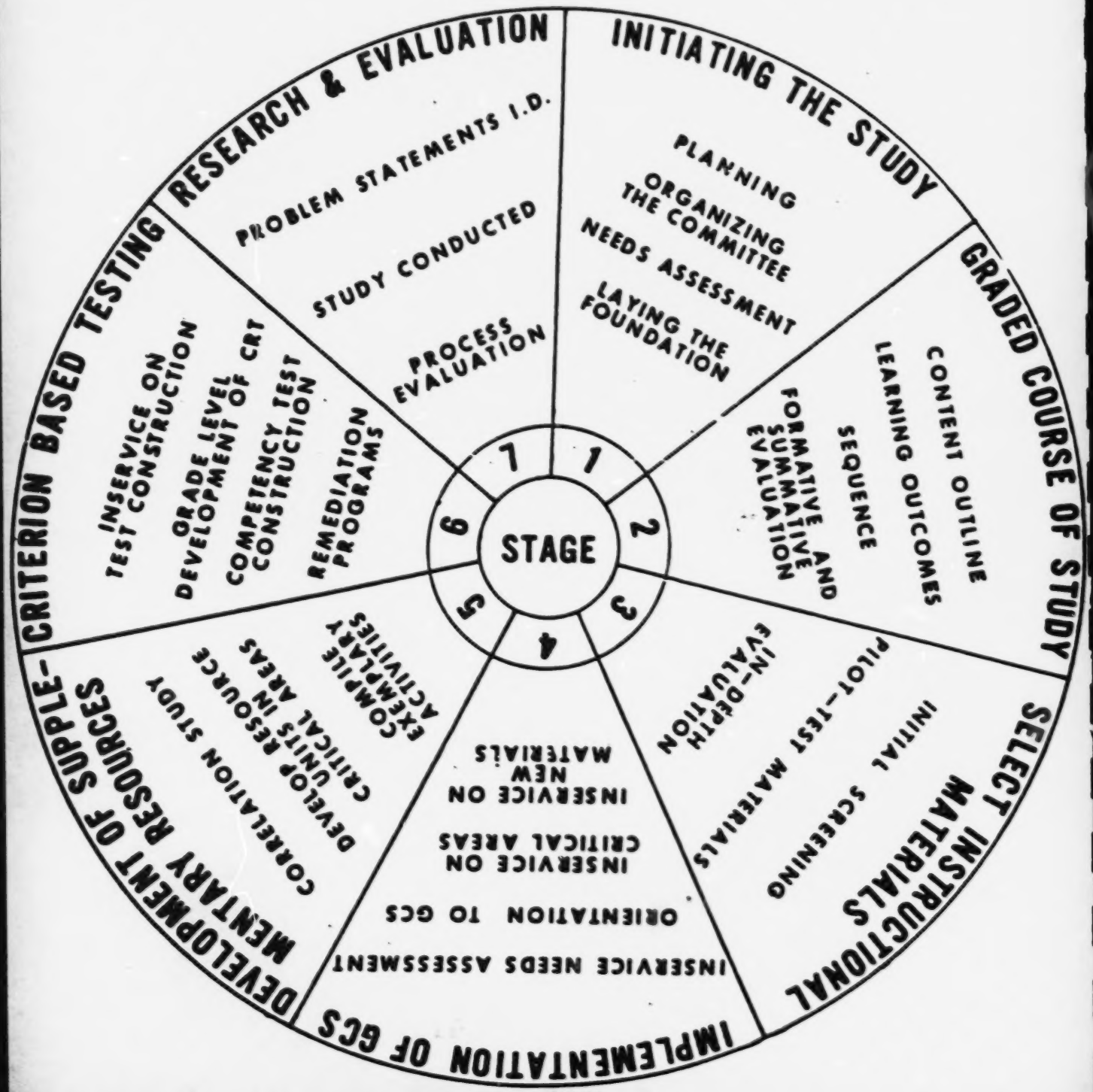
(D) Basic instruction in geography, United States history, the government of the United States, the government of the State of Ohio, local government in Ohio, the Declaration of Independence, the United States Constitution, and the Constitution of the State of Ohio shall be required before pupils may participate in courses involving the study of social problems, economics, foreign affairs, United Nations, world government, socialism and communism.

(E) The minimum standards for Ohio elementary, junior high, and high schools also establish requirements regarding subjects to be taught. The standards should serve as a guide for determining, at minimum, those subject areas for which a graded course of study should be prescribed.

(F) Separate courses of study should be developed for "interdisciplinary" areas of study, that is, those which cross traditional subject boundaries.

(G) All subjects or subject areas must be covered by a graded course of study.

# STARK COUNTY SCHOOLS SERVICE CENTER
# CURRICULUM DEVELOPMENT PROCESS MODEL



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